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ABSTRACT

Washington State's model curriculum for competency-based adult education in English as a Second Language prescribes educational and performance objectives for two levels of instruction and offers suggestions for instructional activities and student assessment. The curriculum is based on core competencies in five areas: listening/observing; speaking; reading; writing; and computation. An introductory section answers common questions about the use of the curriculum in the classroom. Subsequently, separate sections outline the competencies for each cf the five areas, at each of the two instructional levels. Each of these sections contains more than one core competency. For each competency, an overview is given and a detailed outline of each related performance objective is presented, including appropriate individual and group activities, related structures, vocabulary, resources or materials, and criteria for evaluation of student performance. Appended materials include additional games and bibliographies of student materials, visual aids, teacher resources, and computer software. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 370 442

Washington State

CORE Competencies

Model Curriculum

English as a Second Language

Level 1A / 1B

Version 1.0 - August 1990

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Introduction to the Core Competencies

The Washington State Core Competencies Project is a five-year, multi-phase project designed to implement competency-based adult education (CBAE) concepts within the state's thirty-eight Adult Basic Education programs. In 1985, Washington state ABE staff began investigating CBAE developments in other states. Although several CBAE models were available, a steering committee of practitioners recommended that the state develop its own model. This decision enabled the state to design an approach to CBEA that reflects the unique needs of the state and and at the same time, maximized the participation of teachers and administrators in the development process.

Phase I - Competency Identification

Development began in 1985 with the designation of instructional levels and subject areas to be implemented within the Adult Basic Education, English as a Second Language and GED Preparation components of all local programs. These levels formed the framework for the identification of the core competencies which are broad statements which identify student outcomes for each level and subject area. Upon implementation of the project in the fall of 1990, all local programs will be required to offer a program of instruction which incorporates the core competencies.

The key difference between the competency-based approach taken by Washington State and CBAE models in other states is that Washington competencies are **oriented to and organized around a sequence of basic academic skills** rather than life skill outcomes. The context or application of the skill is emphasized at the curricular level.

The competency identification phase took fifteen months to complete and involved a majority of the state's local instructors and administrators. Subcommittees of teachers for each level and area developed draft lists which were circulated to several hundred teachers for comment. Regional forums were held to provide an opportunity for a dialogue about the competencies with teachers and administrators. Following the forums, extensive redrafting was undertaken before the first version of the Competencies was released.

Phase II - Model Curriculum

Although some local ABE programs in the state utilize a formal curriculum for basic skills instruction, many other programs rely on the instructor to identify outcomes, methods and materials. In order to assist local programs in implementing the Core Competencies, the project steering committee decided to develop a Model Curriculum which local programs would have the option of adopting, adapting to their own curriculum or ignoring if their current curriculum adequately addressed the state competencies.

In defining the Model Curriculum, the project steering committee employed a comprehensive approach. The Core Competencies Model Curriculum includes the following components:

1. Identification of the competency
2. List of measurable student learning objectives (one to six for each competency)
3. Identification of group and individual instructional activities
4. Identification of recommended instructional materials
5. Identification of recommended evaluation processes (i.e., mastery testing).

Curriculum developed during 1988 was field tested 1989. Over half of the program sites in Washington participated in the field tests. Revisions based on the field tests were completed in the fall of 1989. Critical thinking, oral communication and interpersonal skills which were part of the original ABE Core Competencies are undergoing further development and will not be released until 1991 when they will again become a part of the ABE curriculum.

The Core Competencies Project is managed by the Adult Basic & Literacy Educators' Network of Washington (ABLE-Net). Funding for the Core Competencies Project is provided by the Washington State Office of the Superintendent of Public Instruction under Section 353 of the federal Adult Education Act. The Core Competencies Model Curriculum was produced by ABLE-Net which retains the copyright for all materials after conditions of the original funding source have been met.

ESL Preface

What are the Core Competencies?

The core competencies are statements of student outcomes which are organized around a sequence of basic skills. These are also called enabling skills.

Why is that so different?

It is different because the Core Competencies are stated in far more general terms than the statements of more traditional competency-based curricula. The decision to do this reflects the student population in this state. A student learning English and working in Eastern Washington will need the same enabling skills as one living in an urban setting in Western Washington. The difference lies in the life-skill application. For example, a student living in a rural setting will have no need to read a metropolitan bus schedule, but may need to read a map of the area. The Core Competency, *"Extract basic information from clocks, schedules, calendars and maps,"* allows the teacher to select the objective and life-skill application relevant to the student. Instructional content is subsequently based on the students' real-life needs, goals and abilities. The Core Competencies standardize the Adult Basic Education programs around the state of Washington not only in ESL, but also in ABE and GED. A student should be able to learn the same enabling skills whether s/he resides in Seattle or Grandview. Assessment and placement systems will be based on the Core Competencies.

What is the Model Curriculum?

The Model Curriculum is a formal curriculum based entirely on the Core Competencies. Its development will give local programs the option of adopting, adapting it to their own curriculum, or use their curriculum in its place if it adequately addresses the state competencies. The model curriculum is extremely comprehensive. It is meant to be a "living document." The curriculum is on computer disks, and updates will be made continually as teachers work with it. Instructors are urged to expand and improve the model curriculum as it is in no way exhaustive.

How are the Core Competencies structured in the ESL Model Curriculum?

The Core Competencies are divided into five discrete areas: Listening/observing, speaking, reading, writing, and computation. Computation was included because ESL students, particularly those who have jobs, earn money, pay rent, buy cars and food, etc.

Because the Core Competencies are listed as discrete skills, do they have to be taught as separate skills?

No. Learning English should be a holistic combining of skill areas. For example, going shopping necessitates using a variety of skills: making a shopping list (writing); deciphering store signs and product labels (reading); talking to the clerk and listening to information provided (listening/observing); and checking the receipt (computation). It is suggested that the curriculum be used in this manner so that more than one objective at a time can be covered. Often in the curriculum, suggestions are given as to how one competency relates to others.

Do the Core Competencies have to be taught in the order presented?

No. They can be sequenced according to the instructional plan. It is, however, recommended that the prerequisite skills for each competency be examined thoroughly to ascertain if the student has the necessary background to begin the objective.

Do the students have to complete every activity?

No. The activities are suggested, many will have to be adapted to the students' particular needs. If, for example, the competency lists an activity with a vocational emphasis, and the students need to learn about health, then the instructor will have to change the vocabulary, etc. to address that particular area.

(continued)

(ESL Preface continued)

What about teaching grammar?

A list of related structures is included in each competency, so the instructor can teach the necessary or grammatical form, within a context. Some times a structure may seem somewhat advanced. For example, should a Level 1 student learn the present perfect? In a context, the answer is yes. Most Level 1 students can already say, "I have been in the U.S. for . . ." If they are studying vocationally-related material, they can expand this grammar to the situation as needed. "I have studied English for . . . I have worked for . . . I have sold . . ." etc. It is not necessary at this level to introduce all the applications of the present perfect, nor an exhaustive list of the accompanying forms.

What is the basic orientation of the Model Curriculum—functional/ notional, situational, or structural (grammar)?

The model curriculum is an integrated curriculum. It combines all of the above. Many of the competencies are stated in functional terms. The situations are addressed in each competency in the life-skill application section. There is always a list of related structures. The combining of these three areas promotes fluency and communicative competency in a manner that meets the needs of the students.

How will the use of the Core Competencies or the adoption or the Model Curriculum affect my teaching?

If you are a trained ESL teacher, you will recognize many of these objectives are already what you have been teaching. You will also note ESL methodologies are incorporated in the curriculum in the activities section. That section is followed by a list of suggested ESL texts and materials.

If you have received little or no ESL training, the Model Curriculum offers detailed activities which can be directly used in the classroom. You are encouraged to explore the student texts listed and the teacher resources to understand the philosophy supporting the methodologies. Formal training programs are very beneficial in gaining expertise in teaching ESL.

Using the Core Competencies or the Model Curriculum, however, may change your daily lesson planning process. Because the Core Competencies are enabling skills, you will be able to focus on which skills a student needs to complete a task in any given topic area.

For example, a typical situational competency might be "The student will be able to state basic food needs." The corresponding Core Competency would be, "The student will be able to use appropriate verbal and nonverbal behavior to express immediate needs." Stated in this more general language, the teacher can address not only shopping topics, but any other area the student needs to be familiar with. The competency is meant to be used across a broad spectrum of topics. This freedom allows teachers and students together to choose relevant instructional content. There are some students who need a vocational emphasis while others are elderly or homebound and could benefit most from survival skills.

Can the Model Curriculum be used in multi-level classrooms?

Yes. The Model Curriculum was designed for and field tested in multi-level classrooms, and can be effectively grouped across levels.

What about assessment?

Suggestions for evaluation of individual objectives and competencies are included in each section. However, institutional assessments for placement or completion of the program are not addressed in the curriculum.

OVERVIEW

COMPETENCY

L/O 1.0 Understand oral directions and supporting cues.

PREREQUISITE SKILLS/KNOWLEDGE

Understand the vocabulary of commonplace names in the student's environment (e.g., school, room, home, etc.); common items (e.g., pencil, pen, etc.); parts of the body; furniture; and prepositions.

OBJECTIVES

The student will

L/O 1.1 Follow simple directions.

L/O 1.2 Respond to common body language, gestures or facial cues (e.g., nodding for "yes," shaking the head for "no," shrugging the shoulders for "I don't know," hand up for "stop.")

POSSIBLE LIFE SKILLS APPLICATIONS

1. Follow directions to nearest rest room, bus stop, etc.
2. Follow directions to places in a building.
3. Follow directions at the doctor's office.
4. Follow classroom directions.

COMPETENCY ASSESSMENT

1. The student follows simple oral instructions to go somewhere. The student can actually go to that place or show how to go to the place from a map with 80% accuracy. The student also responds to appropriate body language during the assessment: (e.g., nodding of the head, pointing with the finger or hand, or using the hand signal for stop).
2. The student follows verbal classroom instructions and interprets common body language, facial cues and gestures appropriately 80% of the time.

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COMPETENCY

L/O 1.0 Understand oral directions and supporting cues.

OBJECTIVE

L/O 1.1 Follow simple directions.

INDIVIDUAL ACTIVITIES

A tutor and the student use TPR (total physical response) to practice simple classroom directions. Some examples are "Raise your hand," "Pick up the pencil." This can be expanded to include nearby places (e.g., going to the rest room); locations using the prepositions "on," "in," "under" etc. and topics including food, clothing, health, and work. When the student is comfortable with the TPR, the commands can be taped-recorded for the student to listen to after the tutoring session is over.

GROUP ACTIVITIES

Play "Simon Says" with body parts, classroom objects and work-related objects. (You can also substitute "I" for "Simon" and make it less like the children's game.)

Total Physical Response: "Touch your head," "Wiggle your toes," "Scratch your nose," "Open your mouth," etc.

Total Physical Response: Using real furniture (if the class has access to some), have the students manipulate it: "Put the lamp on the table," "Put the chair next to the sofa," etc.

Using a paper with a basic drawing of several rooms, a classroom or simple map, give the students cutouts to manipulate. For example: "Put the sofa in the living room." "Put the rug in front of the sofa," "Put the coffee table on the rug."

Pin the Star on the Flag: A student is blindfolded and given a star with his/her name on it. S/he is directed around the classroom by one or two other students until s/he places the star on the flag.

Give the students directions about how to get a location in the building. (Actually take the class to the place.) An alternative is to use masking tape or chalk to draw a map on the floor and have students follow the directions.

OBJECTIVE

L/O 1.1 Follow simple directions *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperative Form prepositions	Vocabulary associated with various topics groups body parts health locations furniture tools classroom stand up, sit down, pick up, put, listen, repeat, understand, on, under, in, next to, besides, in front of, in back of, go, straight, ahead, turn.	*Live Action English* *Living Another Language Through Actions: The Complete Teacher's Guide Book* *A New Start* *English for a Changing World* *A Conversation Book* *Basic Vocabulary Builder* *Survival English* *Oxford Picture Dictionary*

EVALUATION OF OBJECTIVE

The student can follow the oral directions from the teacher 80% of the time. This can be done by having the students actually respond by manipulating objects or cutouts on a paper.

COMPETENCY

L/O 1.0 Understand oral directions and supporting cues.

OBJECTIVE

L/O 1.2 Respond to common body language, gestures, or facial cues.

INDIVIDUAL ACTIVITIES

A tutor teaches the student common nonverbal cues, gestures, and facial expressions. It is easiest to start with those used in the classroom. Teach the student to shake his/her head "yes" or "no". Show the student that an open palm facing outwards indicates "stop;" demonstrate the facial cue that means "I don't like this;" etc.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Make cards with stick figures giving cues. Prepare enough copies of the cards so that each student has a set. The teacher gives a verbal command and the students hold up the appropriate card to match the nonverbal cue. In a follow-up version of this game, the students hold up the correct card to match the verbal command. A third variation of the game requires the student to group cards that are opposites and to make sequences of directions using the cards.

TicTacToe.

1. Draw a tictactoe grid with lines as far apart as possible on the sheet of paper.
2. Make copies for all the students.
3. Have the students shuffle their cue cards and place one card in each of the squares.
4. Give the students markers.
5. Give a verbal direction or a nonverbal cue.
6. Students cover the appropriate card with a marker.
7. The first student to have a blackout or diagonal or vertical or horizontal row filled is the winner.
   Don't try to explain the rules. Watch carefully the first two or three games to see who has completed a row, and declare that person the winner. The other students will quickly understand the object of the game.

OBJECTIVE

L/O 1.2 Respond to common body language, gestures, or facial cues *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperative	imperatives that relate to nonverbal behavior	*1,001 Pictures* (for pictures of figures) *ESL Miscellany* pp. 257, 258-270 *Practical Vocabulary Builder* p. 29 cue cards tictactoe word sheet markers (coins or beans, etc.) list of commands and cues

EVALUATION OF OBJECTIVE

The teacher gives a verbal direction and the students show the nonverbal behavior. For example, the teacher says, "I don't like this," and the students show the appropriate facial gesture. The students should be able to do this 80% of the time.

CULTURAL ORIENTATION

Not all gestures have a universal meaning. Some common American gestures will have radically different and sometimes obscene meanings in other cultures. These gestures need to be included, and the teacher should make every effort to help students understand that these gestures are not offensive in the U.S.

Classroom Behavior and Expectations: Many students at this level may never have been to school. Their expectations about how to behave in class, how learning takes place, and how teachers and students interact may adversely affect their performance in an American classroom. Students who have attended school may by bothered by differences between the educational practices in their country and in this country. A few examples of these differences are male/female segregation and teacher-centered classes (no small group activities, limited teacher-student interactions, teaching done by lecture).

OVERVIEW

COMPETENCY

L/O 2.0 Understand English sound symbol correspondence.

PREREQUISITE SKILLS/KNOWLEDGE

Know the names of the letters of the alphabet

OBJECTIVES

The student will be able to

L/O 2.1 Recognize the correspondence between the regular sounds of the consonants and the written symbol.

L/O 2.2 Differentiate among the initial, final, and medial sound of the consonants in a word.

L/O 2.3 Differentiate between vowels and consonants.

L/O 2.4 Identify the short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /ɑ/ "box"; /ə/ "but" with difficulty in familiar vocabulary items.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify sounds which occur in words in the student's surroundings, especially on signs, (e.g., "men" starts with the sound /m/, "women" starts with the sound /w/).
2. Identify sounds and the corresponding written symbols in the Level 1A vocabulary.

COMPETENCY ASSESSMENT

1. The student associates a designated sound with words in the environment, especially those words which occur on signs, (e.g., "bank," "men," "women," "post office," "stop," "go"). The student can be expected to identify either the consonants or the short vowels as indicated. This should be done with 80% accuracy.
2. The student identifies the written symbol for a consonant or short vowel sound with 80% accuracy.

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

OBJECTIVE

L/O 2.1 Recognize the correspondence between the regular sound of the consonants and the written symbol.

INDIVIDUAL ACTIVITIES

With a tutor, the student matches a consonant written on a flash card to a picture beginning with the same consonant; for example, the student can match the letter "b" to a picture of a boat. Make sure the student already knows the vocabulary words **before** he/she associates them with a particular consonant sound. The pictures can be put on language master cards and the words tape-recorded for students to practice on their own.

GROUP ACTIVITIES

(Before beginning this activity, make sure the students are familiar with the names of the items in the pictures.) Give them pictures of words beginning with the consonant sounds in English. Write the consonants in a line across the blackboard. Let the students place their pictures under the correct consonants.

Pass out flash cards with consonants to some students and picture flash cards to others . Have the students stand up and walk around. They must try to find their partner. For example, the student with the consonant "b" finds the person with the picture of a boat. The partners sit down or stand together in a designated area of the room. Allow them to correct each other. For additional practice have them line up alphabetically once they have found their partners.

Label items in the classroom. Once the students are familiar with the names of the items, have them find items that begin with consonants they have studied.

OBJECTIVE

L/O 2.1 Recognize the correspondence between the regular sound of the consonants and the written symbol *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	short words commonly associated with consonants, e.g., "boat," "cat," "dog," "fork," etc.	*Consonants: Sounds Easy* *English Sounds and Spelling* flash cards with words for the pictures, (with the target consonants underlined) well-drawn or photographed pictures showing the initial consonant sounds consonant flash cards

EVALUATION OF OBJECTIVE

The students will match the consonants to the appropriate pictures 80% of the time.

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

OBJECTIVE

L/O 2.2 Differentiate among the initial, final, and medial sounds of the consonants.

INDIVIDUAL ACTIVITIES

Working with the tutor, the student listens to the words the tutor pronounces. The student then points to the card of the consonant sound s/he hears. Work on initial sounds first, then final, and finish with the medial sounds. The words can also be put on language master cards so that the student can practice after the tutoring session.

GROUP ACTIVITIES

Give the student consonant cards. Dictate a word and have students hold up the card of the consonant they hear. It's easiest for them to do the initial consonants first followed by final and medial consonants. (If the students cannot hear the difference in the consonants, slow down.) Let them practice hearing consonants that don't sound at all alike, before pairing the more similar ones, such as /t/ and /d/.

The Consonant Game. Divide the students into groups of three or four. Give them one set of consonant cards. Dictate a word. The student who picks the card with the correct consonant from the pile gets a point.

Give the students a paper with short words written on it; for example: "pin," "sin," "tin"
They circle the word that is dictated. Do the first example on the black board.

OBJECTIVE

L/O 2.2 Differentiate among the initial, final, and medial sounds of the consonants *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	words that show consonant sounds in initial, final, and medial positions: e.g., "boat," "tub"	Consonants: *Sounds Easy* *English Sounds and Spelling* consonant cards worksheet with short words

EVALUATION OF OBJECTIVE

The teacher dictates words to the students. The students identify the consonant sound heard by holding up a card with the correct consonant. This is done with 80% accuracy.

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

OBJECTIVE

L/O 2.3 Differentiate between vowels and consonants.

INDIVIDUAL ACTIVITIES

List the vowels on one side of a worksheet. List the consonants on the other. Underneath write a list of words. Have the student identify the consonants by circling them. This can also be done with vowels.

GROUP ACTIVITIES

Give the students a group of alphabet cards. Separate the letters into two piles--one for consonants and one for vowels.

Write any short or long words on the blackboard. (They do not have to be in the students' present vocabulary.) Choose a student to come up and circle the vowels. Change the words and have the students circle the consonants. Other commands like "cross out the consonants" can also be chosen.

The 4-Square Game. (Please look in Appendix A for a description of this activity.)

With words from the students vocabulary, play Hangman on the board.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	vowel consonant	*Oxford Picture Dictionary* *Consonant: Sounds Easy* *English Sounds and Spelling* alphabet flash cards worksheet with letters written at random on it

EVALUATION OF OBJECTIVE

The students can distinguish the vowels from the consonants with 80% accuracy.

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

OBJECTIVE

L/O 2.4 Identify the short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /ɑ/ "box"; /ə/ "but" with difficulty in familiar vocabulary items.

INDIVIDUAL ACTIVITIES

Working with the tutor, the student hears each short vowel sound. Once the student is comfortable with the sounds, give him/her a set of flash cards with the vowels. The tutor says a word containing the short vowel sound and the student points to the proper vowel. The words can be put on language masters for the student to practice.

GROUP ACTIVITIES

Give the students flash cards with the five vowels. As each vowel is pronounced in a familiar vocabulary word, the student holds up the card with the appropriate short vowel sound.

Sample word list:

"a"	"e"	"i"	"o"	"u"
hat, cap	belt, dress	slip, pin	sock, pocket	button, cuff

Using the International Sign Alphabet, say each vowel sound with the hand signal that corresponds to that letter. The students should also make the hand signal. Then without using the hand signal, simply make the short vowel sound or say a word that contains the short vowel sound. The students make the appropriate hand signal to indicate the vowel sound they hear. The hand signals are from the International Sign Alphabet. Look for pictures in Appendix B.

Dictate familiar words with short vowel sounds. Have the students identify the sounds by using the hand signals already learned or by pointing to the correct short vowel sound on the blackboard.

Divide the students into groups of three or four. Give each group pictures of words containing short vowel sounds. Have the students categorize the pictures according to the short vowel sounds. Check the categories by dictating the words and having students identify the picture and listen for the vowel sounds. (If there is a mistake in the group of pictures, say the word several times so that the students can identify the error and make the correction.)

OBJECTIVE

L/O 2.4 Identify the short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /ɑ/ "box"; /ə/ "but" with difficulty in familiar vocabulary items *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	short vowels	*ESL Miscellany*, p. 256 (International Sign Alphabet and topic vocabulary lists) *Sounds Easy* *Practical Vocabulary Builder* (for pictures) *Basic Vocabulary Builder* (for pictures) *The Her Project* (for pictures) vowel flash cards

EVALUATION OF OBJECTIVES

The students identify the vowel sounds they hear in short, familiar words with 80% accuracy.

OVERVIEW

COMPETENCY

L/O 3.0 Differentiate and indicate understanding of statements and questions based on grammatical structure and intonation patterns.

PREREQUISITE SKILLS/KNOWLEDGE

Understand vocabulary from various topic areas (money, time clothing, shapes, body parts, safety clothing and equipment, personal information, etc.)

OBJECTIVES

The student will be able to

L/O 3.1 Distinguish questions from statements by listening to the statement and answering the question.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Discriminate between a statement and a question (made by a health care professional).
2. Discriminate between a statement and a question asked concerning personal or family matters.
3. Discriminate between a statement and a question asked in an on-the-job situation.
4. Discriminate between a statement and a question from civics material.

COMPETENCY ASSESSMENT

1. The student responds to a question when asked and indicates understanding of statements in any selected life skills context. For example, the student points to a penny when the teachers says,"This is a penny." "Point to the penny." The student responds verbally or nonverbally (by nodding the head yes or no) to the question, "Is this a penny?" This is done with 80% accuracy.

COMPETENCY

L/O 3.0 Differentiate and indicate understanding of statements and questions based on grammatical structure and intonation patterns.

OBJECTIVES

L/O 3.1 Distinguish questions from statements by listening to the statement and answering the question.

INDIVIDUAL ACTIVITIES

A tutor using intonation shows the difference between statements (falling intonation) and yes/no questions (rising). The student indicates understanding by answering or remaining silent. When working with information questions, the tutor gives the student pictures of health or work-related problems. The tutor says, "What's wrong?" or "What's the matter?" The student holds up a picture of a person with a headache or a stomach ache. In response to the question "where," the student can point to places on his/her own body, in the room, or on a picture. In response to "when," the student can show the time on a clock. The statements bring no verbal response from the student. The student listens and indicates understanding by nodding or shaking the head. The questions and statements can also be put on language master cards. This could also be done with the *Listen to Learn* software program on the IBM computer. (The computer will need a speech synthesizer, however.) The text can be typed into the monitor and spoken at the same time.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give each student two cue cards with a period <.> on one and a question mark <?> on the other. Model a yes/no question with rising intonation, or an information question with falling intonation and hold up the <?>. Make a statement and hold up the <.>. Ask questions and make statements to the students. They indicate understanding by holding up a <.> for a statement and a <?> for a question.

Select some students to go to the blackboard. When a statement is made, the students point to a period. When a question is asked the students point to a question mark.

NOTE

Make a tape of questions and statements for students to listen to based on material currently being studied.

OBJECTIVE

L/O 3.1 Distinguish questions from statements by listening to the statement and answering the question *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions: what, where, when simple present tense with "be" and "have"	vocabulary related to health, body parts, work, home, school, city, family, etc.	*Oxford Picture Dictionary* *Volunteer Coordinator Handbook and Tutoring ESL: A Handbook for Volunteers*, p. 49 *Basic Vocabulary Builder*, pp. 7, 10 *Let's Work Safely* (for pictures) *10 Civics Lessons* Tacoma Community House Materials for Homebound Women (health pictures) cue cards vocabulary pictures

EVALUATION OF OBJECTIVE

The students hear questions and statements. They answer the questions and remain silent for the statements. This is done with 80% accuracy.

CULTURAL ORIENTATION

If a computer is used to aid individual instruction, make sure the student is comfortable using it. Some students resist using a machine to learn English, and if the student seems confused by the computer, it would probably be good to wait until later.

OVERVIEW

COMPETENCY

L/O 4.0 Understand common vocabulary related to needs and wants.

PREREQUISITE SKILLS/KNOWLEDGE

OBJECTIVES

The student will be able to

L/O 4.1 Identify basic needs and wants.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify food or clothing from pictures/realia.
2. Identify body parts in response to questions from nurse, doctor, etc.
3. Identify health symptoms.
4. Identify an emergency situation.

COMPETENCY ASSESSMENT

1. The student will point to or indicate in some way the items from a life skill area that identify a basic need or want. This is done with 80% accuracy.
2. The student goes on a field trip to a store. The student is given a check list and identifies his/her needs and wants. This is done with 80% accuracy.

COMPETENCY

L/O 4.0 Understand vocabulary related to basic needs and wants.

OBJECTIVE

L/O 4.1 The student will identify basic needs and wants.

INDIVIDUAL ACTIVITIES

A tutor can help the student identify his/her basic needs and wants by using pictures of items the student is already familiar with. Then the student can assemble a collage or draw a picture of his/her basic needs and wants. (This can be used later for speaking, reading, and writing activities.) The collage can be built around any topic area: food, clothing, health, school, etc.

GROUP ACTIVITIES

Do the individual activity with the entire group. Display the pictures.

Show pictures of faces that show emotion. Let the students find some other pictures of things that would satisfy a particular need; for example, if a hungry face is shown, the student would match it to some food. If the face or picture indicates thirst, the student would match it to a drink.

Use the *English Through Drama* "Circle of Feelings."

1. Have the students sit in a circle.
2. Each student, one at a time, shows an emotion.
3. The other students identify that emotion and respond by showing or pantomiming what can be done to meet the need or want. For example, a student rubs his/her stomach to indicate hunger. The other students pantomime eating, or show a picture of someone eating.

OBJECTIVE

L/O 4.1 The student will identify basic needs and wants *(continued).*

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions nouns: count and non-count pronouns: subject, object simple present tense with want/ need/ have/ be negatives	hungry, thirsty, homeless, no job, no money, angry, fearful, worried, sick, sleepy, lonely or homesick I/ he/ she/ you/ we/ they/ want(s) or need(s) I/ he/ she/ you/ we/ they/ don't want or need use reduced speech forms, "wanna," "need 'ta,'" etc. I'm, she's, he's, they're, you're	*10 Civics Lessons* *Oxford Picture Dictionary* *Practical Vocabulary Builder, p. 29* *ESL Miscellany*, pp. 259-270 pictures of faces of emotions from magazines or other sources. pictures of food, clothing, places to live, work, etc. pictures to cut out and make a collage with catalogues and advertisements

EVALUATION OF OBJECTIVE

The teacher says, "I'm hungry." The students respond by holding up some pictures of food. Continue in this way, and include all the emotions introduced in this lesson. The student responds correctly 80% of the time.

SKILLS EXPANSION

Speaking: Have the students talk about the collages or pictures they have drawn; for example, "I need a job. I'm hungry, I need food," etc. The students could also talk about the collage or picture made by someone else; for example, "He needs a sofa. He is sleepy. He needs a bed," etc.

Reading: Write a language experience story about the collages or pictures or about the needs the student has right at the moment. Type the stories and allow the student to read the stories.

NOTE

Use reduced speech forms like "wanna" so students get used to hearing them, since realistically, this is what they will hear. They do not actually have to produce the forms themselves, but they should understand what the reduced forms mean. If bilingual help is available, explain what a reduced form is.

OVERVIEW

COMPETENCY

S 1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

PREREQUISITE SKILLS/KNOWLEDGE

Understand vocabulary of basic needs and wants, e.g., food, clothing, types of housing (two bedroom, three bedroom, apartment, studio).

OBJECTIVES

The student will be able to

S 1.1 State a basic need or want.

S 1.2 Use appropriate nonverbal behavior to communicate a basic need or want (e.g., gestures for too big, too small, come here, move forward or backward, make a circle, quiet, louder, that one).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Verbally state a need/want at the store while shopping. Include making an exchange or refund if necessary.
2. Indicate nonverbally (e.g., nodding or shaking the head) if a selection made while shopping is appropriate.
3. State needs/wants verbaily or nonverbally to the doctor or nurse.
4. State needs/wants verbally and nonverbally when asking for directions.
5. State needs/wants verbally and nonverbally on the job.

COMPETENCY ASSESSMENT

1. Students role play a store situation (or situation from another life skills area) where they state a need or want either verbally or nonverbally. This is done with 80% effectiveness.
2. The student states needs and wants in a classroom situation both verbally and nonverbally with 80% effectiveness.

COMPETENCY

S 1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

OBJECTIVE

S 1.1 State a basic need or want.

INDIVIDUAL ACTIVITIES

The tutor shows the student a list of vocabulary pictures already introduced in a previous lesson (L/O 4.1). (These pictures can be from any topic area, e.g., food, occupations, clothing, housing, or transportation.) The student indicates wants and needs by pointing to the vocabulary pictures and saying, "I need some rice." "I need a job." "I want some money." etc. Show the student pictures of other people, he/she can practice with other pronouns (he, she, it, they, we, you). Also practice the negative form. If the student has made a collage or drawn a picture as suggested in L/O Competency # 4, he/she can talk about more personal needs and wants. Put the sentences the student makes on tape. Let the student listen to his/her own sentences after the tutoring session. Make sure the student has the vocabulary pictures so he/she can identify what is said on the tape recorder.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have students speak about personal needs/wants from the collages or pictures if these were done in L/O Competency #4.

Practice dialogs with wants and needs appropriate to various life skill areas.

Bring realia appropriate to various life skills areas and role play basic needs and wants. Also introduce the negative form. Use "I Don't Like It At All" from *Small Talk* to practice the negative form first. Then use pictures to change the original sentence; for example, show a snake. The students say "I don't like it at all. I don't like snakes." etc.

OBJECTIVE

S 1.1 State a basic need or want *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
commands simple present tense with want and need nouns yes/no questions wh-questions: what, how negatives	appropriate vocabulary items to go with life skills topics: e.g., tools for work-related areas; vegetables or fruits; clothing; caring for children I want/need some. . . he/ she/ we/ you/ they/ need/want some . . . do you want/need . . .? does he/she want/ need . . . ? I/ we/ you/ they/ don't want/need . . . he/ she doesn't want/need . . .	*Small Talk* *A New Start* *Survival English* *Basic English for Adult Competency* *10 Civics Lessons* realia appropriate for various life skills areas vocabulary pictures indicating various needs/wants collages, pictures made by the students

EVALUATION OF OBJECTIVE

The teacher puts familiar realia on a table. The students state their wants and needs in a dialog situation with the teacher or each other. This is done with 80% accuracy.

COMPETENCY

S 1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

OBJECTIVE

S 1.2 Use nonverbal behavior to communicate a basic need or want (e.g., gestures for too big, too small, come here, move forward or backward, make a circle, quiet, louder, that one).

INDIVIDUAL ACTIVITIES

(See L/O Competency #1 for nonverbal exercises.)

A tutor demonstrates nonverbal behavior common to expressing basic needs; (e.g., nodding head to say "yes" or "no"; shrugging of the shoulders to say "I don't know"; pointing to show some directions; using hands to indicate something is too large or too small; facial expression to indicate dislike or like; pointing a finger to indicate a selection). Have the student act out the nonverbal behavior in a simple dialog situation.

Clerk: "Do you want to buy this bread"?
Student response could be "yes" by nodding the head or "no" by shaking the head and pointing to another selection.

Clerk: "Do you want to buy this dress"?
Student response could be "no," by indicating with the hands that the dress is too large.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Put the students in a circle. Choose one student for the center. That student acts out a nonverbal behavior (see listening in individual activity above) and other students guess what the student is saying. For example, a student indicates with his/her hands that something is either too large or too small. Use realia if appropriate.

Watch a pantomime movie or video. Have the students talk about the story. A movie like "*The Red Balloon*" is ideal for this.

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OBJECTIVE

S 1.2 Use nonverbal behavior to communicate a basic need or want (e.g., gestures for too big, too small, come here, move forward or backward, make a circle, quiet, louder, that one *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives simple present tense with "want" and "need" too + adjective nouns yes/no questions wh-questions negatives	appropriate nonverbal behavior to express needs or wants	*The Red Balloon*, a movie *ESL Miscellany*, pages 258-270 *English Through Drama* "Speak Easy" (video) simple dialogs realia pictures of nonverbal behavior common to American culture

EVALUATION OF OBJECTIVE

The student is given a verbal cue by the teacher to act out nonverbally (e.g., nonverbal behavior to indicate "yes" or "no". This is done with 80% accuracy.

CULTURAL ORIENTATION

Make sure students understand how to buy things in large department stores where there are cash registers in each department. Students have been arrested for shoplifting because they put an item under their arms or in a bag for later purchase and then left the area for another department without paying.

Stress the importance of using appropriate nonverbal behavior when speaking. It is difficult for many students to nod "yes" and "no" when they are first learning English.

OVERVIEW

COMPETENCY

S 2.0 Respond to yes/no questions about the immediate situation and give appropriate personal information: (e.g., name, address, phone number) when asked.

PREREQUISITE SKILLS/KNOWLEDGE

Yes/no and information questions; able to make simple statements; numbers; vocabulary for personal information and for describing the immediate situation

OBJECTIVES

The student will be able to

S 2.1 Answer information questions concerning personal information.

S 2.2 Respond to yes/no questions about an immediate situation.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Give personal information on the phone to doctor, nurse, policeman, etc.
2. Give personal information to a potential or current employer.
3. Respond to yes/no questions about family or self (e.g., Are you married? Working? Do you have children?
4. Respond to yes/no questions politely at school, at the store, in a restaurant, etc. (e.g., Do you have an Amnesty card? I.D.? Are you ready to order?)

COMPETENCY ASSESSMENT

1. The student answers yes/no questions and gives personal information as requested by the teacher with 80% accuracy.

2. The student gives the appropriate personal information and answers yes/no questions in a role-play situation (e.g., with an employer, nurse, doctor, or immigration officer.). This is done with 80% accuracy.

COMPETENCY

S 2.0 Respond to yes/no questions about the immediate situation and give appropriate personal information (e.g., name, address, phone number) when asked.

OBJECTIVE

S 2.1 Answer information questions concerning personal information.

INDIVIDUAL ACTIVITIES

The tutor asks the student personal questions. The student can use his/her ID to answer, if necessary. The questions can also be taped for the student to listen to after the tutoring session is finished.

GROUP ACTIVITIES

The Name Game. (See Appendix A for a description of this activity.)

Ask the students personal information questions. They can use their ID to respond, if necessary. Students seem to take it more seriously when the teacher is actually filling out a form.

Break the address information into smaller units. Ask: "What's your city?" "What's your state?" "What's your zip code?" "What's your street?" Have the students respond. (This is a good way to begin class.) Mix up the questions so the students can't anticipate which questions will come next.

Make a tape asking questions that students can practice answering individually or in small groups.

Practice having the students answer, "Give their phone number?" Make sure they group the first three numbers, pause, and then say the last four digits.

Practice having the students spell their last name.

For citizenship classes, use questions asked by INS for permanent residency.

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OBJECTIVE

S 2.1 Answer information questions concerning personal information *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: what, where yes/no questions tense: simple present with "be" nouns adjectives: possessive prepositions: from, to, in, on, at	my/ his/ her/ you/ our address/ city/ zip code/ name is . . . I/ we/ he/ she/ they live(s) in/ on . . . I/ we/ he/ she/ they come from . . . My first/ last/ middle name is . . .	*A Handbook fo Citizenship*, (list of questions used by INS interviewers) *A New Start* *The HER Project* *Survival English* *English Through Drama* "Hearsay" (tape, with a short name and address dialogue) *10 Civics Lessons* student ID

EVALUATION OF OBJECTIVE

The students answer personal questions asked by the teacher or other individual with 80% accuracy.

SKILLS EXPANSION

Language Experience Story: Take a picture of each student. Choosing one or two students a day, tape the picture of that student on a large sheet of paper (one student per paper). Ask the student about him/herself. Write down what the student says and tape it up on the wall in the classroom. Allow students to read their own stories and the other students' stories, too.

An example: My name is Maria.
I live in Seattle.
My zip code is 98118.
I am a mother.

(Pin the language experience stories at a height that discourages graffiti artists yet allows for comfortable reading. Also be careful about leaving the posters in a room which is left open to outsiders to protect the students' personal information.)

COMPETENCY

S 2.0 Respond to yes/no questions about the immediate situation and give appropriate personal information (e.g., name, address, phone number) when asked.

OBJECTIVE

S 2.2 Respond to yes/no questions about the immediate situation.

INDIVIDUAL ACTIVITIES

Using the student's identification, the tutor asks the student yes/no questions. The tutor should ask questions the student can answer "no" to as well as "yes."

When introducing questions for the student to answer about the immediate situation, ask about objects in the room; for example, "Do you want a pencil?" The student makes a polite reply, "Yes. Thank you." or "No. Thank you." The objects can be from many topic areas including the doctor's office, the store, a business establishment, job, etc.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Adapt the yes/no questions to a situation from a specific topic such as work, health, or family. An example is to have the student bring in personal pictures and ask them yes/no questions. "Is he your father?" "Is she your mother?" The students respond with a verbal "yes" or "no" or shake of the head.

Have the students role play a family situation or other type of situation (e.g., doctor, nurse, chef, waitress, customer, immigration officer) Ask questions while the students are role playing, "Are you the father?" "Are they your children/patients?" etc. (Keep the role plays very short at this level.)

Play the card game Fish. (See Appendix A for a description of this activity.)

OBJECTIVE

S 2.2 Respond to yes/no questions about the immediate situation*(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions negatives nouns: singular and plural pronouns: subject adjectives: possessive	husband, wife, mother, father, son, daughter, sister, brother, man, woman, boy, girl names of workers in various occupations state, address, first name, last name, phone number, zip code, city, age, birth date, and any other personal information.	*10 Civics Lessons* *A Conversation Book #1* *Basic Vocabulary Builder* *Basic English for Adult Competency* *Survival English* a set of fish cards (See Appendix A) personal pictures props for any role playing situation student ID cards

EVALUATION OF OBJECTIVE

The students role play a situation where yes/no questions are being asked. The students should respond correctly and politely 80% of the time.

OVERVIEW

COMPETENCY

S 3.0 Pronounce many sounds of English in an understandable manner.

PREREQUISITE/KNOWLEDGE

Familiarity with English sound/symbol correspondence, the names of the letters of the alphabet

OBJECTIVES

The student will be able to

S 3.1 Pronounce the regular consonant sounds of English with difficulty.

S 3.2 Pronounce the short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /ɑ/ "box"; /ə/ "but" occurring in single syllabic words, with difficulty.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Pronounce one and two-syllable words that are familiar to the student (e.g., "bank," "men," "post office, "shop," "women," "let," "hand").
2. Pronounce words as clearly as possible in dialog situations.

COMPETENCY ASSESSMENT

1. The student pronounces familiar words so that the instructor can identify the word in a picture (bank, post office, rest room, men, women, etc.) This is done with 80% accuracy.
2. The student receives a picture with vocabulary he/she is familiar with. The instructor points to various objects in the picture which have consonants or vowels the students have studied. The student pronounces them with 80% accuracy.

COMPETENCY

S 3.0 Pronounce many sounds of English in an understandable manner.

OBJECTIVE

S 3.1 Pronounce the regular consonant sounds of English with difficulty.

INDIVIDUAL ACTIVITIES

Using pictures of words that begin with the consonant sounds of simple words, the tutor introduces the sound of the consonant along with the picture. Make sure the student already knows the names of the items in the pictures. The student repeats the sound and the word. Once the student is familiar with the relationship of the word to the sound, he/she can make the sound when the card with the alphabet symbol is shown or the picture is shown. The pictures and the corresponding words and sounds can be put on language master cards for further study after the tutoring session is concluded.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pass out cards with consonant letters on them to the students. Give each student one card. Say a word. The student holding the correct consonant holds up the card and repeats the sound. This should also be done with medial and final consonants.

Hold up consonant flash cards and have students say the sounds.

If students are having problems pronouncing a sound, bring in a pair of dentures. Show the student how to produce the sound by the teeth and making a tongue from plasticine (silly putty). After showing them how to make the sound let them try it. Also have the students hold their finger tips to their throats to feel voiced and unvoiced sounds.

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OBJECTIVE

S 3.1 Pronounce the regular consonant sounds of English with difficulty *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	consonant tongue, teeth, jaw, voiced, voiceless	*10 Civics Lessons* *Consonants: Sounds Easy* *Contrasts in English* *English Sounds and Spelling* dentures or plaster models obtained from a dentist or orthodontist consonants flash cards picture flash cards of initial consonant sounds

EVALUATION OF OBJECTIVE

The teacher writes the consonants on the blackboard. The teacher points to the consonants randomly while a selected student produces the sound. This is done correctly 80% of the time.

COMPETENCY

S 3.0 Pronounce many sounds of English in an understandable manner.

OBJECTIVE

S 3.2 Pronounce the short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /a/ "box"; /ə/ "but" occurring in single syllabic words, with difficulty.

INDIVIDUAL ACTIVITIES

The tutor introduces the short vowel sounds with consonants (consonant-vowel-consonant words, e.g., hat, cat, dog, tub), one at a time. Introduce them slowly over a period of time so that the student becomes very familiar with the target sound in the words. Introduce the words with pictures; for example, one picture might contain a man with a bat, a cat on a mat in front of the door, or a pan boiling on the stove. The student repeats the words with the tutor and later alone. Hand signals from the International Sign Alphabet can be used as each one is introduced. (Listening/Observing Competency #2, Objective 4; see Appendix B for pictures of the hand signals.) Put the words on language masters or make tape for the student to study after the tutoring session is over.

GROUP ACTIVITIES

Do the individual activity with the entire group. The hand signals from the International Sign Alphabet can be used, if desired. (The same hand signals are used when the students are learning to read words with short vowel sounds. When a mistake is made, the hand signal can let the student know there is a problem, and the student can self-correct.)

Give the students pictures of short vowel words they are familiar with. Keep a set of the same pictures. Let the students dictate words. Pick up the picture of the word that is being said. Let the students try to correct themselves if the pictures don't match.

Put the short vowel pictures on a table. Have the students pick up a card they like and say the word.

Give each student a set of pictures with short vowels. Have them put markers on the picture, e.g., "Put red on the hen."

OBJECTIVE

S 3.2 Pronounce the short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /a/ "box"; /ə/ "but" occurring in single syllabic words, with difficulty *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	short vowel	*English Sounds and Spelling* *ESL Miscellany*, p. 256 *Sounds Easy* *Survival Pronounciation* *PD's* pictures of short vowel words on flash cards

EVALUATION OF OBJECTIVE

The teacher shows the student pictures of words with short vowels. The students pronounce the words correctly 80% of the time. The students can also use the short vowel words in simple sentences to describe a picture.

SKILLS EXPANSION

Language Experience Activity. Assemble or find a picture with short vowel words. Let the students talk about the picture. Write what they say. Print it on a handout for the entire class to read.

OVERVIEW

COMPETENCY

S 4.0 Use basic vocabulary to describe the environment or a situation.

PREREQUISITE SKILLS/KNOWLEDGE

Imperatives, questions, prepositions of location, vocabulary to describe the environment

OBJECTIVES

The student will be able to

S 4.1 Describe objects in the environment in short statements and phrases.

S 4.2 Report an activity or fact about a situation using short statements and phrases.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Describe the color of clothing, food, rooms, buildings, the American flag, etc.
2. Describe the shape of rooms, tools, objects, etc.
3. Report an emergency situation.
4. Report an activity related to shopping, sports, doctor, everyday activities, taking care of a child.

COMPETENCY ASSESSMENT

1. The student describes what he/she is doing with an object, and the objects' appearance. (e.g., for pencil--"It's long, yellow. I write.") This is done with 80% effectiveness.
2. The student role plays an emergency phone call. (e.g., "Sister is hurt, doctor." Next, the student gives his/her address.) This is completed with 80% effectiveness.

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COMPETENCY

S 4.0 Use basic vocabulary to describe the environment or a situation.

OBJECTIVE

S 4.1 Describe objects in the environment by using short statements and phrases.

INDIVIDUAL ACTIVITIES

The tutor shows colors to the student and says the names. The student repeats the names. After the student knows the colors, show the student a picture and have the student say and point to the various colors. Do the same thing for shapes and sizes. This is one activity that could be put on language master cards.

The tutor can also use the total physical response method suggested in the group activity with an individual student.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Total Physical Response. With the students seated in a circle,

1. Give each one a piece of colored paper and say, "Here is the red paper, etc."
2. After the papers are handed out, give commands to the students, "Put the red paper under the chair." "Give the blue paper to (name)." "Put the yellow paper on the table, etc."

Introduce only three commands at a time until the students become familiar with them. Have the students describe where the various colored papers are. "The yellow paper is on the table," etc. When the students become very familiar with this, they can give the commands.

Use total physical response with the shapes as well. Introduce circle (round), square, and triangle. Make sure the shapes are different sizes, small, medium, and large sizes.

Bring in realia of different sizes, shapes, and colors. Have a student describe one of the pieces of realia and another student identify it. Clothing, plastic food, various tools from house or job, toys that children commonly play with, etc. are good items for description. Make a game out of it by putting them in a bag and have the students guess the object.

OBJECTIVE

S 4.1 Describe objects in the environment by using short statements and phrases *(continued)*.

GROUP ACTIVITIES *(continued)*

To introduce the students to citizenship material, have them describe the colors of the American flag. If you have pictures of the flags of the students' countries, have them describe the colors of their native flags as well.

Using paint chips, give groups of 3 - 4 a variety of colors. Have each group sort the chips by color. Using word signs for each color, the students should put the appropriate color in the box under the color sign.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense with "be" adjectives: color, shape, size nouns: singular and plural pronouns: subject imperatives	red, blue, yellow, orange, brown, purple, white, black square, circle, round, triangular, triangle big, small, little, large, medium They are . . . It is . . . vocabulary related to topics of health, food, clothing, work, child care, and citizenship, etc.	*Learning Another Language Through Actions: The Complete Teacher's Guidebook* *Relationships* from the Cuisenaire Company brightly colored realia (plastic food, clothing, common tools, etc.) colored paper

EVALUATION OF OBJECTIVE

Each student brings in an object for another student to describe. (Students can choose which object to describe.) The description should include shape, color, and any other physical characteristics taught. This is done with 80% effectiveness.

SKILLS EXPANSION

Have a bag of colored markers. The student chooses a marker and puts it beside the correct word on paper.

Relate the colors to the words themselves; for example, make a worksheet with the color words written in block letters, and have the students color the word "red" with the red crayon or the word "blue" with the blue crayon. Or give the students a worksheet with the shapes drawn on it and write the color words inside the shape. The student then colors the shape with the correct color.

COMPETENCY

S 4.0 Use basic vocabulary to describe the environment or a situation.

OBJECTIVE

S 4.2 Report an activity or fact about a situation using short statements and phrases.

INDIVIDUAL ACTIVITIES

The tutor shows the student a picture with basic activities going on. The tutor introduces the activities. The student repeats the statements and/or phrases. After the student is familiar with the activities and the picture, the student describes it. This is the beginning of the present continuous and simple present tense. The students do not have to master it at this level.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Make flash cards of simple activities. Go through the flash cards of the activities and have students describe them. Try to get them to use simple present or simple present continuous as much as possible. The flash cards can relate to various topics. Make a set for occupations, one for health, another for everyday activities, another for child care, etc.

Put several pictures of activities on the board. Label each one with numbers or letters. Describe the pictures. The students identify which picture you are describing. Then have the students do the describing while other members of the class guess.

Seat the students in a circle. Give each student a flash card from one of the sets made for the activity above. Make sure the students do not look at each other's cards. Choose one student to pantomime his/her activity from the card. The other students guess what the activity is. This is a good activity for introducing emergency situations. (e.g., "It's burning. Call the fireman." "He's sick. Call the doctor.")

(This activity can be enhanced with explanations from bilingual staff. If no bilingual help is available, role play this until the students understand automatically what to say.)
Have the students practice making an emergency telephone call. Usually the only information that is required is the description of the type of emergency; for example, the student could simply say, "Fire." It's a good idea to get them to identify the cross streets, but if they are too afraid or frightened, one word is enough because the call will be traced. (At this level, practice one emergency at a time.)

OBJECTIVE

S 4.2 Report an activity or fact about a situation using short statements and phrases *(continued).*

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present and present continuous tenses pronouns: subject yes/no questions wh-questions	vocabulary related to various topics like health, work, everyday activities, child care, etc. common verbs: go, do, make, see, look, walk, speak, talk, hold, eat, drink, take, bring fire, hurt, robber, sick, help	*Oxford Picture Dictionary* *1001 Pictures for Teachers to Copy* *English for a Changing World,* poster and cue books *Basic Vocabulary Builder,* pictures for flash cards *Practical Vocabulary Builder,* pictures for flash cards *10 Civics Lessons* flash cards of various activities related to topic areas telephones simple activity pictures

EVALUATION OF OBJECTIVE

The teacher holds up a picture of some common activities. The student describes those activities with 80% effectiveness.

SKILLS EXPANSION

If you have bilingual help available, divide the class into small groups. Provide each language group with an aide that speaks that language. Give the groups pictures and have aides work on vocabulary with the students in their group. They can give the students the vocabulary first in their native tongue and then in English. When the students are very familiar with the vocabulary and the picture, have them tell the bilingual-aide a story. The bilingual aide records the story exactly as the students tell it and creates a language experience story. This can also be done with personal experiences in the students' lives.

If you do not have bilingual help available, show a picture to the whole group. Teach them the vocabulary and then allow the students as a group to make up a story about the picture. Write the story on the blackboard as they tell it. Later give them the story written on paper. (Pictures of their country from a magazine like *National Geographic* is ideal.)

OVERVIEW

COMPETENCY

R 1.0 Recognize most standard words on personal information forms (e.g., name, address).

PREREQUISITE SKILLS/KNOWLEDGE

Understand what the words on personal information forms refer to,familiarity with numbers
(If available, use bilingual staff to introduce concepts.)

OBJECTIVES

The student will be able to

R 1.1 Extract information from words on a personal information form.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Extract information from a personal information form.
2. Extract information from a school registration form.
3. Extract personal information from a simplified job application form.
4. Extract personal information from a health form or an immigration/naturalization form, with assistance.

COMPETENCY ASSESSMENT

1. The student identifies words on a form relating to personal information on a form with 80% accuracy.
2. The student reads words from a simple application form in a personal story context
   (e.g., My name is ______________ My city is ______________________ etc.) with 80% accuracy.

v 1.0

COMPETENCY

R 1.0 Recognize most standard words on personal information forms (e.g., name, address).

OBJECTIVE

R 1.1 Extract meaning from words on a personal information form.

INDIVIDUAL ACTIVITIES

The tutor gives the student a personal information form and asks him/her to identify the words on the form; for example, "Point to 'name,'" etc. Make sure to introduce the words before asking the student to identify them. Next have the student read the words aloud. Later, the words can be put on flash cards and the student can read the words from the flash cards. This activity can also be used with language master cards.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give students seven strips of paper long enough to:

1. Write their first name on one of the strips
2. Write their last name on another strip
3. Write their middle name on another strip
4. Write their street address on another strip
5. Write their city on another strip
6. Write their zip code on another strip
7. Write their telephone number on the last strip

Write "first name" on the board. Let the students read the words then respond by holding up the strip of paper with their first name on it. Do this for all the strips of paper.

On the blackboard, scramble the words used on a personal information form, for example, "naem" for "name", etc. Let the students unscramble the words and then choose one student to come and write the correct version on the board. Don't let this student bring up a piece of paper to help him/her remember the spelling. Let the other students "coach" the student if he/she forgets. This is an effective way for students to spell out loud clearly.

Give the students a personal information form and have them locate certain words; for example, say, "Circle the word 'last.'" "Underline the word 'city' in red," etc.

OBJECTIVE

R 1.1 Extract meaning from words on a personal information form *(continued)*.

GROUP ACTIVITIES *(continued)*

Play Hangman.

Play Concentration. Match "name" to "Paul S. Oliva" and "date" to "June 5, 1989", etc.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions simple present tense pronouns: subject, possessive	address, city, street, apartment number, phone number, name, last, first, middle, initial birth date, social security number, age male, female or "m" "f"	*10 Civics Lessons* *A New Start* *Survival English* *Basic English for Adult Competency* *First Steps in Reading and Writing* sentence strips paper flash cards with personal information words printed on them sample forms the students may have to fill out

EVALUATION OF OBJECTIVE

Show flash cards to the students. The student should be able to read at least 80% of the personal information words on the flash cards.

CULTURAL ORIENTATION

Names are viewed differently in different cultures. Students from some countries of the world have trouble differentiating between their first and last names. Many are more familiar with the term "family name" than "last name." Also, some cultures have more names than Americans while other cultures only have two names with no middle name. This part of the personal information form proves confusing to some students. Some cultures look at birthdays differently; in some countries, birth date and year are insignificant. Sometimes a birthday is simply assigned by immigration if no records are available. Usually the birth year is accurate, but not always. Use bilingual aides if they are available, to explain these things if they are available.

OVERVIEW

COMPETENCY

R 2.0 Read and understand times and dates including clock time.

PREREQUISITE SKILLS/KNOWLEDGE

Familiarity with numbers; able to count by 5's and 10's; can recite the seasons and months; knowledge of time words such as "yesterday," "today," "tomorrow"

OBJECTIVES

The student will be able to

R 2.1 Read the time from a clock face and a digital readout.

R 2.2 Read dates.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Read the date and time on an appointment card for the doctor, dentist, immigration officer, social worker, etc.
2. Read the clock to give someone the time.
3. Read the calendar to make an appointment.
4. Read the clock and associate the time with common activities (e.g., eat breakfast, go to bed).
5. Read a clock to set a work schedule.
6. Read birth dates.

COMPETENCY ASSESSMENT

1. The student reads an appointment card from the instructor and shows the time on a clock, and the date on a calendar with 80% accuracy.
2. The student is given a worksheet with choices of times and dates on it. The time is read orally and the student must circle the correct clock or digital readout. The date is read orally and the student must put an /x/ (or other mark) on the correct date on the calendar with 80% accuracy.

v 1 0

COMPETENCY

R 2.0 Read and understand times and dates.

OBJECTIVE

R 2.1 Read the time from a clock face or a digital readout.

INDIVIDUAL ACTIVITIES

The tutor shows the student a clock and teaches the times (one o'clock, two o'clock, three o'clock, etc.). When the student becomes more proficient, show him/her the half hour times, (one-thirty, two-thirty, etc.). (This is enough at this level.) The student can then make the times on the clock that the tutor dictates. Write some digital times for the student to read and relate to both a digital clock and a clock face.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students worksheets with clocks and have them read the times.

Give the students worksheets with digital time. Have them read the time and relate it to both an actual digital clock and a clock face.

Play clock bingo with the students.

Write the time on the board and have the students set clocks and read the times.

Pair work with clocks: student A asks: "What time is it?" Student B answers: "It is . . . ." Have them switch roles.

v 1.0

OBJECTIVE

R 2.1 Read the time from a clock face or a digital readout *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense prepositions: in, at wh-questions: what, when yes/no questions	one, two, three . . . o'clock one, two, three . . . thirty half past, quarter past numbers with digital time, e.g., "It's one-forty, " etc. at one, at two in 5 minutes, in 10 minutes after, before, at noon, midnight take a break, go home, come back	*Ready? Listen!* *A New Start* *Basic Vocabulary Builder* *Survival English* *10 Civics Lessons* clocks digital clocks worksheet pages with clocks worksheet pages with digital time

EVALUATION OF OBJECTIVE

The teacher sets the time on a clock and the student reads the times with 80% accuracy.

NOTE

If you have students who are unfamiliar with reading clocks or are having a very difficult time learning how to tell time, have them make clocks. If a student has to think about what the hands do and what each mark between the numbers means, he/she usually learns to tell time more easily. Sometimes a representational activity like this one is needed to teach an abstract concept. Be careful and make it as adult as possible. See the book *Survival English* for a clock making activity.

COMPETENCY

R 2.0 Read and understand times and dates.

OBJECTIVE

R 2.2 Read dates.

INDIVIDUAL ACTIVITIES

The tutor introduces the days of the week and the months of the year using a calendar. The student reads first the words and then the abbreviations. Give the student a written activity to match the abbreviation to the word. Finally associate the months with numbers and then read a date, e.g., 4/6/88. Be sure to caution the students not to write the day first.

GROUP ACTIVITIES

Give each student a flash card with the month written on it. Let them read the months and then have them stand in the correct order.

Give the students flash cards with the months written on them and also the numbers. Have the students match the months to the numbers.

Make large cards with the months written on them. Have students sequence and place them in the blackboard tray. Then have students stand by the card of their birth month.

Play concentration: Match month abbreviations to the long forms.

Give students matching worksheets; for example:
1/10/89 May 6, 1989
5/6/89 January 10, 1989
2/10/76 February 10, 1976

Using a calendar, have the students read the names of the months and the days. Have them identify the days with numbers; e.g., "Find Friday the 12th." "Circle Tuesday the 8th." "Put an X on Monday the 3rd."

Have the students read the dates using numbers.

Have the students make their own calendar; provide a ready made grid.

OBJECTIVE

R 2.2 Read dates *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense wh- questions: what yes/no questions prepositions	names of the months and abbreviations names of the days of the week The date today is . . . Today is the . . . of . . . It's (month) (date) My appointment is on . . . I came to the U.S. in . . .	*Ready? Listen!* *English for a Changing World*, cue books and posters *A New Start* (a ready-made grid for calendars) *A Conversation Book 1* flash cards with numbers flash cards with months calendars worksheet matching abbreviations to words flash cards with dates

EVALUATION OF OBJECTIVE

The teacher shows the students flash cards with dates written on them. The students are able to read the cards with 80% accuracy.

SKILLS EXPANSION

Reading: do a language experience story with the students concerning the seasons in their countries. Contrast and compare their seasons to the seasons in the U.S. Relate the months to the seasons; use pictures from magazines or books to illustrate the story. (This is an ideal activity for a bilingual assistant.)

CULTURAL ORIENTATION

Some cultures write the date in a different order; for example: day/month/year

OVERVIEW

COMPETENCY

R 3.0 Recognize and understand alphabetical and numerical order

PREREQUISITE SKILLS/KNOWLEDGE

The alphabet, numbers from 1-100

OBJECTIVES

The student will be able to

R 3.1 Sort items according to numerical order.

R 3.2 Sort items according to alphabetical order.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Find rooms in a building (school, work, apartment, etc.) using knowledge of numerical order.
2. Find name in an alphabetical sequence of last names (e.g., address book).
3. Put alphabetical dividers in a recipe box or file.

COMPETENCY ASSESSMENT

1. The student arranges a list of names (e.g., on envelopes) in alphabetical order with 80% accuracy.
2. The student puts loose pages together in numerical order with 80% accuracy.

COMPETENCY

R 3.0 Recognize and understand alphabetical and numerical order.

OBJECTIVE

R 3.1 Sort items according to numerical order.

INDIVIDUAL ACTIVITIES

The tutor gives the student cards with numbers on them. Show the student how to put them in order. The student practices putting the cards in the correct order. The student can also match the number cards to cards with a certain number of objects on each one. The card with a number one on it is matched to a picture of one man. The card with a two on it is matched to a picture of two men, etc. Give the student a master list of numerical sequence, and let him/her practice putting the flash cards in order and checking it against the master list.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students cards with numbers on them. The numbers should show numerical order of some kind. Have the students line themselves up according to numerical order.

Go on a field trip around a big building. Show the students the numerical order of the rooms and the floors.

Give the students a worksheet with numbered dots to connect in order to make a picture. Make sure the picture is geared to adult interest as in material from *Entry to English*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: how many simple present tense with "have" cardinal numbers	How many________do you have? the names of the numbers from one to one hundred	*Mathmatters* *Math Made Easy* *Entry to English*, book 1, p. 32, book 2, pp 25, 30, 31 flash cards with numbers

OBJECTIVE

R 3.1 Sort items according to numerical order *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with a numerical sequence. Some numbers are left out. The students write the missing numbers. (e.g., 1, 2, 3, 4, __, 6, 7, 8, 9, __, etc.)

COMPETENCY

R 3.0 Recognize and understand alphabetical and numerical order.

OBJECTIVE

R 3.2 Sort items according to alphabetical sequence.

INDIVIDUAL ACTIVITIES

Working with a tutor, the student looks at a printed alphabet and reads the letters. When the student becomes familiar with the order of the alphabet, have him/her place alphabet flash cards in order. The student can do this activity alone if he/she has a master list to check the flash cards against.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students alphabet cards. In small groups have them sequence the alphabet cards.

Give each student a letter of the alphabet. Let the students sequence themselves by standing in a line holding their letters in the proper order. If the class is small, divide the alphabet into sections to sequence.

Write the names of all the students on strips of paper with last names written first. Make enough for pair work. Give each set of students the strips. Let them sequence the names alphabetically. If this is difficult at first, do it as a group activity. Line up the alphabet flash cards across the blackboard and let the students place their name strip under the letter of the alphabet. (Don't worry about the names that begin with the same letter; just place them in the correct order.)

Give the students a worksheet with dots to connect in order A through Z to make a picture. Make sure the picture is geared for adults as in the material from *Entry to English.*

For a civics activity, give the students flash cards with the names of the states on them. Let the students alphabetize them.

OBJECTIVE

R 3.2 Sort items according to alphabetical sequence *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	sequence, order, put . . . in order, alphabetical	*10 Civics Lessons* *Entry to English*, book 1, p. 72 alphabet flash cards sentence strips

EVALUATION OF OBJECTIVE

The teacher gives the student envelopes with names and addresses. The first letter of the last name is underlined so the students know which word to look at. The students match the envelopes to alphabet cards arranged in alphabetical order. This is done with 80% accuracy.
(This can also be done with a file box and student last names on cards.)

SKILLS EXPANSION

Writing: give the students a worksheet with the alphabet on it only leave a few letters out. The students should write in the missing letters. e.g., A, B, C, __, E, F, G, H, I, __, etc.

NOTE

Sometimes it is helpful to teach the alphabet song to students. If you are concerned about it being childish, then teach it more as a chant. You can tell the students that this is something they can teach their own children at home.

OVERVIEW

COMPETENCY

R 4.0 Read simple words, phrases.

PREREQUISITE/KNOWLEDGE

Knowledge of the alphabet and basic sound-symbol correspondence

OBJECTIVES

The student will be able to

R 4.1 Apply basic phonic rules to sound out simple words.

R 4.2 Identify sight words in his/her immediate environment.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify words that occur in the immediate surroundings (e.g., "exit," "enter," "open," "closed," "bank," "post" "office").
2. Identify words that frequently occur in classroom use.
3. Identify words that frequently occur on applications.
4. Identify words that appear in a work-related situation.

COMPETENCY ASSESSMENT

1. The student takes a field trip and identifies common words that appear in the environment with 80% accuracy. (go shopping and identify the names of food or clothing. Walk around the city and identify names of common buildings, etc.)
2. The student reads common traffic signs with 80% accuracy.
3. The student reads words that are frequently used in the classroom with 80% accuracy.

COMPETENCY

R 4.0 Read simple words, phrases.

OBJECTIVE

R 4.1 Apply basic phonic rules to sound out simple words.

INDIVIDUAL ACTIVITIES

The tutor has a list of common short vowel words. (See Listening/Observing Competency #2 for the list of short vowel sounds.) Practice sounding out the words with the student. Try to provide pictures for the words since reading is facilitated when there is context.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Write similar-looking words on the board (e.g., pin, pen, and pan). Have the students sound out the words and identify the meaning by pointing to or holding up a picture of the item. This is difficult to do because these vowels are difficult to differentiate at the beginning. Also change the consonants (e.g., dog, dot, pot) and have the students read the words and identify the meanings.

Have the students practice with picture vocabulary cards (picture on one side and word on the other).

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	the words introduced in class as reading material	*Celebrations* *A Handbook for ESL Literacy* *Readings on English as a Second Language* *Teaching Reading to Non-English Speakers* *From the Classroom to the Workplace: Teaching ESL to Adults* *Entry to English*

OBJECTIVE

R 4.1 Apply basic phonic rules to sound out simple words *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the students a page of short vowel words with different consonant combinations and or short sentences containing short vowel words. The student sounds them out with 80% accuracy.

COMPETENCY

R 4.0 Read simple words, phrases.

OBJECTIVE

R 4.2 Identify sight words in his/her immediate environment.

INDIVIDUAL ACTIVITIES

The tutor does a language experience story with the student. Write down the story and read the story into a tape recorder for the student. Let the student read along while listening to the tape recording of the story.

GROUP ACTIVITIES

Do a group experience story. Show the students a picture and let them make up their own story as a group activity. Write the story. Let them read it alone and to each other. Select some of the students to read aloud. (The picture could be from any topic area studied. Make sure the students know the vocabulary before doing the language experience story. This is an ideal way to use the bilingual aides as described in Speaking Competency #4.)

Choose a word the group knows. Scramble it on the board and let the group figure out what the word is.

Play Hangman. (This is excellent for getting the students to say the alphabet letters clearly as well as review vocabulary. Call it "Wheel of Fortune.")

Put words that the students know on flash cards. Let them go through the cards in pairs and read each word. After they finish, let them make some sentences with the words. Have them walk around and read the sentences the other pairs wrote.

Teacher writes sentences on the board. Students have cards with the individual words on them. The students match the word cards to the sentences on the board.

Put prepositional phrases on sentence strips. Let the students read the phrase and follow what it says, for example:
"in a book" (The student puts the strip in a book.)
"on the table" (The student puts the strip on a table.)
Have the students work on pronouncing the phrase smoothly rather than one word at a time.

Go on a field trip with the students. Give them a list of words to find. When they find the words, have them check them off the list. (This is a good activity for bilingual aides or volunteers to assist with.)

OBJECTIVE

R 4.2 Identify sight words in his/her immediate environment *(continued).*

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, future, present continuous wh-questions yes/no questions nouns: count, non-count adjectives too + adjective pronouns: possessive, demonstrative, and all subject pronouns	any vocabulary learned by the student in class as part of stories, school, work, home, etc.	ESL/Literacy for Adult Learners Language Experience Approach to Reading (and Writing) A Handbook for ESL Literacy From the Classroom to the Workplace: Teaching ESL to Adults Teaching Reading to Non-English Speakers Readings on English as a Second Language Tales from the Homeland HER Project A New Start Entry to English English for a Changing World 10 Civics Lessons

EVALUATION OF OBJECTIVE

The teacher gives the students familiar sight words to read. The students reads them with 80% accuracy. (A good application of this would be pictures from the immediate environment accompanied by vocabulary. *Entry to English* uses this type of approach.)

NOTE

Teaching reading is a very complex process made even more difficult by the fact the students are learning to read for the first time in their second language. There are no shortcuts. It takes time. Successful approaches combine sight reading with word attack skills from phonics . Putting words on flash cards and mixing them up will help avoid word calling by students with extremely good sight memories. Phonics should be limited to word attack skills; for example, it is important for the student to learn the sound of /b/ so he/she can sound out an unfamiliar word with /b/ in it. If the student does not have this background, he/she often gets frustrated. Teach anything that does not conform to the phonics rule as sight words. Work to have the students read smoothly. Make sure everything they read is meaning getting. (This is why language experience stories are so valuable at this level; students will remember words that have meaning and they will forget words that have no meaning.)

OVERVIEW

COMPETENCY

W 1.0 Print upper/lower case letters and numbers so that they are recognizable.

PREREQUISITE/KNOWLEDGE

The alphabet; numbers; how to hold a pencil; top and bottom of page; left to right progression; prepositions indicating direction (e.g., on the left, on the right, in the middle, between the lines)

OBJECTIVES

The student will be able to

W 1.1 Print the upper and lower case letters.

W 1.2 Write numbers.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Copy addresses or names.
2. Copy telephone numbers of people the student knows.
3. Copy information from driver's licenses or personal I.D.'s.
4. Write time information concerning appointments, etc.
5. Copy down money amounts.

COMPETENCY ASSESSMENT

1. The student copies an address and telephone number neatly and correctly with 80% accuracy.
2. The student copies information given by the instructor with 80% accuracy. (The information can be phrases or simple sentences the student is familiar with.)

COMPETENCY

W 1.0 Print upper/lower case letters and numbers so that they are recognizable.

OBJECTIVE

W 1.1 Print upper and lower case letters.

INDIVIDUAL ACTIVITIES

The tutor gives the student a paper with the letters in the alphabet written in large writing. Sometimes it is easiest to group the letters with straight lines together, then combine lines and curves. Don't do all the letters at once. Let the student trace the letters first and then copy them. Watch to see that the student is making the correct strokes. Sometimes a student makes an "s" from the bottom of the line upwards or makes the curves of a capital B before drawing the straight line. The student may mot have any idea of how to make the letters so give him/her time to learn. When the student practices on his/her own, provide specially lined paper so that s/he can observe the proper height of the letters. Let the student learn the capitals before the lower case letters. Mix upper and lower case last. Make sure the student is careful to make the capitals the correct height in relationship to the lower case letters. It is also important to work with the student on spacing letters and words.

GROUP ACTIVITIES

Follow the same procedure with the group as the tutor did with the individual student. Collect the papers at the end of the period and give the students some feedback about their writing. This will tend to let them know that writing clearly is a serious matter.

Using a music staff liner, line the board. Have the students come up and write letters on the board. Observe the strokes they are using. Correct any problems that occur.

Have the students match cards of upper and lower case letters and copy them.

Give the students a worksheet with upper and lower case letters in separate columns. Have the students match upper case to lower case letters by drawing lines. Finally have the students copy the the upper and lower case letters.

Give the students the upper case letters and have them write the corresponding lower case letters and vice versa.

Have the student print their own names using upper and lower case letters properly. Have them also print other familiar words.

OBJECTIVE

W 1.1 Print upper and lower case letters *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives adjectives: descriptive adverbs: too + adjective wh- questions yes/no questions tenses: simple present, present continuous	letters, upper case, capital, small letter, lower case print, copy, write, trace too big, too small taller line, longer line, bigger letter, etc. same, different	*10 Civics Lessons* *A New Start*, literacy workbooks *A Writing Book: English in Everyday Life* *First Steps in Reading and Writing* *Entry to English* make or buy specially lined paper music staff liner a worksheet that matches upper case to lower case letters flash cards to match upper to lower case letters worksheet with upper case letters and a space for the students to write the corresponding lower case.

EVALUATION OF OBJECTIVE

The students legibly write the upper/lower case letters of the alphabet with 80% accuracy.

CULTURAL ORIENTATION

Make sure the students understand that the size of the letters are important. The capitals have a size relative to the smaller letters. Sometimes the students do not understand that the letters written on the blackboard are the same letters or words that are written on their worksheets. Make sure they compare the two. Picture yourself learning a non-Roman alphabet and the difficulty you might have with the size and various loops of the letters or characters.

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COMPETENCY

W 1.0 Print upper/lower case letters and numbers so that they are recognizable.

OBJECTIVE

W 1.2 Write numbers.

INDIVIDUAL ACTIVITIES

The tutor gives the student a page with numbers. Have the student trace and then copy the numbers. Finally give the student a paper so that s/he can write the numbers. (The student could also trace number stencils obtained from a stationary store.)

GROUP ACTIVITIES

Do the individual activity with the entire group.

When the group becomes familiar with writing single digit numbers, have students write numbers with more than one digit.

Dictate numbers to the students for them to write.

Have the students practice writing the numbers in a column to to prepare them for addition and subtraction.

Have the students practice writing letters and numbers together as they would for dates, addresses, etc. on various forms.

Have the students ask their classmates' birth dates to record.

Have the students practice writing times.

Have the students practice writing money amounts.

v 1.0

OBJECTIVE

W 1.2 Write numbers *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions adjectives: descriptive adverbs: too + adjective tenses: simple present, present continuous	number, digit too big, too small longer, smaller separate the numbers dash	*A Writing Book: English in Everyday Life* *Entry to English* worksheet with numbers written on it for the students to copy and then write worksheet showing the students how to line up the numbers in a column

EVALUATION OF OBJECTIVE

The teacher dictates numbers and the students write the numbers legibly 80% of the time. These numbers should be a combination of digits, street numbers, telephone numbers, and time, and money amounts.

OVERVIEW

COMPETENCY

W 2.0 Copy information onto simple forms.

PREREQUISITE/KNOWLEDGE

Ability to understand and respond to questions concerning personal information; ability to form letters of the alphabet.

OBJECTIVES

The student will be able to

W 2.1 Copy necessary personal information onto a simple form.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Fill out a personal information form.
2. Fill out a simple job application form, with assistance.
3. Fill out the personal information part of a health or immigration form, and the remainder with assistance.
4. Fill out the personal information part of a class registration form.

COMPETENCY ASSESSMENT

1. The student fills out a personal information form (using his/her ID, if necessary) with 80% accuracy.
2. The student copies his/her own short personal history with 80% accuracy.

COMPETENCY

W 2.0 Copy information onto simple forms.

OBJECTIVE

W 2.1 Copy necessary personal information onto a simple form.

INDIVIDUAL ACTIVITIES

The tutor helps the student to fill out a personal information form. Make sure the student understands what information is needed before writing. After the student becomes comfortable filling out forms, he/she can practice by him/herself.

GROUP ACTIVITIES

Line the blackboard with a music liner. Write NAME, ADDRESS, CITY, ZIP CODE, etc. let the students come up and write in the appropriate information.

Give the students a worksheet with the words on a personal information form. Have the students trace the letters and say the letters as they are tracing. Next have the students copy the word. Last, have the students actually fill out the information; for example:

(The students trace) NAME (copy the word NAME here)
(write his/her name here)

Give the students a personal information form to complete. Allow them to use their ID's so they will do it correctly. If the forms become more involved, e.g., health, school, immigration, volunteer or bilingual tutors are a good idea. The bilingual tutors can get the information about health or work background. Volunteer tutors can then help the students complete the forms. These forms are generally too confusing for the student to complete by him/herself.

Have the students fill out forms daily. Keep the forms simple, but change the order of things so students must pay attention. Also try to collect simple forms that "look" different for students to practice on.

OBJECTIVE

W 2.1 Copy necessary personal information onto a simple form *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives wh-questions yes/no questions pronouns: subject, possessive	trace, copy, write address, city, street, apartment number, phone number name, last, first, middle birth date, social security number, age male, female or M, F	*Filling Out Forms* *A New Start*, literacy workbooks *Survival English* *Basic English for Adult Competency* *First Steps in Reading and Writing* *Entry to English* *Starting to Read* a music staff liner personal information forms

EVALUATION OF OBJECTIVE

The teacher gives the students a personal information form to complete with 80% accuracy.

SKILLS EXPANSION

If the language experience story was done as suggested in Speaking Competency #2, have the students copy their own story. You could also try a simple cloze procedure with a few of the stories.

OVERVIEW

COMPETENCY

C 1.0 Recognize the value of basic currency and coins, and make change correctly.

PREREQUISITE/KNOWLEDGE

Number recognition and ability to count by 1's, 5's, and 10's; the names of coins; ability to add and subtract

OBJECTIVES

The student will be able to

C 1.1 Count currency and coins.

C 1.2 Make change correctly.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Pay for food or clothing.
2. Check the change returned after purchasing something.
3. Check the cash received after cashing a check at the bank.
4. Pay for the bus fare.

COMPETENCY ASSESSMENT

1. The student buys an item, gives money to the cashier, and then checks the change (if any) that is received. The student does this with 80% accuracy.
2. The student counts money amounts including both coins and currency with 80% accuracy.

COMPETENCY

C 1.0 Recognize the value of basic currency and coins and make change correctly.

OBJECTIVE

C 1.1 Count currency and coins.

INDIVIDUAL ACTIVITIES

The tutor has some change and a few dollar bills. Tell the student the names of the currency and coins, and how much each one is worth. Have the student practice counting small amounts of change first. After the student is comfortable with that, add currency and have the student count both coins and currency.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have students match smaller change to larger change to demonstrate the value of coins and currency.

Give the students fake or real money to count.

Give students a worksheet page with coins or currency on it. Have them count the amounts on the worksheet.

Role play buying something in a store or go on a field trip to a local store. Have the students count out the proper amount of money and pay. Don't worry about counting change yet.

Have a classroom rummage sale for the students to practice buying things.

OBJECTIVE

C 1.1 Count currency and coins *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: what, how much simple present tense yes/no questions adjectives	How much does it cost? It costs . . . penny, nickel, dime, quarter, half-dollar, dollar, five dollars, etc. 1 cent, 5. cents, 10 cents expensive, cheap	*A New Start* *Entry to English* *Basic English for Adult Competency* *Small Talk*, p 51 real money fake money money stamps worksheet page with money amounts for students to count

EVALUATION OF OBJECTIVE

The teacher sets out coins and currency. The students name the coins and currency, tell their values, and then give the total with 80% accuracy.

SKILLS EXPANSION

Writing: show the students the appropriate symbols for dollars and cents. Have the students practice making the symbols on the blackboard or on paper. Give the students real money in small denominations. Have them count the money and record the results on paper or the blackboard.

COMPETENCY

C 1.0 Recognize the value of basic currency and coins, and make change correctly.

OBJECTIVE

C 1.2 Make change correctly.

INDIVIDUAL ACTIVITIES

The tutor teaches the student how to count back change using real or fake money. Make it very simple at the start using realistic prices. The coffee costs $.40. The student gives 2 quarters. The student receives $.10 back. Have the student count from $.40 and add another $.10 to make $.50. When the student becomes familiar with this, make some mistakes for him/her to catch.

GROUP ACTIVITIES

Do the individual activity with the entire group. When the students become familiar with counting change, have them work in pairs counting back change.

Give the students fake money including some coins to make change. Write some easy prices on large cards. Hold up a price card and select a student to use his/her fake money to "buy" the card. Give the student change. Have the student count the change to check it. Sometimes give the student the wrong change back to see if the student can find the error.

Role play a shopping dialog. Bring either fake or real money including some coins to make change, for example:

A: That's $.79.
B: Okay. Here's a dollar.
A: That's $.21 change.

The teacher can play the cashier to begin until some of the students catch on to the dialog. After the students get the idea, one of them can be the cashier. Bring realia for the students to buy. Keep the prices low so the students can make change without too many problems.

Use TPR with the students: "Pick up all the dimes. How much do you have? Give the nickels to ____. Pick up 2 quarters and five nickels. How much is it?" etc.

OBJECTIVE

C 1.2 Make change correctly *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: how much, many	cents, dollars	*A New Start*
yes/no questions	saying money amounts	*Survival English*
nouns: count and non-count	How much is it? How much are they?	*Entry to English*
simple present tense	It's / They're expensive or very expensive / cheap	fake money
adjectives of quantity		real money
adverbs: too, very		realia to practice buying
		cards with prices written on them

EVALUATION OF OBJECTIVE

The teacher sets up a role-play (shopping situation) for the students to act out in pairs. The students have to make correct change 80% of the time.

OVERVIEW

COMPETENCY

C 2.0 Count by 1's, 5's, and 10's to 100.

PREREQUISITE/KNOWLEDGE

Names of the numbers

OBJECTIVES

The student will be able to

C 2.1 Count items by 1's, 5's, and 10's.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Count items or objects in the student's surroundings.
2. Count clock units by 5's when making appointments or meeting people.
3. Count money by 5's and 10's when shopping or getting on the bus.

COMPETENCY ASSESSMENT

1. The student counts items in the surrounding environment by 1's, 5's, and 10's with 80% accuracy.
2. The student counts a designated number of items when buying (e.g., 10 for $1.00, etc.), with 80% accuracy.

COMPETENCY

C 2.0 Count by 1's, 5's, and 10's to 100.

OBJECTIVE

C 2.1 Count items by 1's, 5's, and 10's.

INDIVIDUAL ACTIVITIES

Working with a tutor, the student counts items (e.g., Cuisenaire rods, beans, buttons, or pennies). The student does it first by ones, later by fives and tens. The Cuisenaire rods work best because the rods have values. 5 white rods = a yellow rod. 2 yellow rods = an orange rod. The student counts the white rods for 1's, the yellow rods for 5's, and the orange rods for 10's. When the student can count well, have him her associate the number of items with the written number; for example, show the student the written number 5, and the student counts out 5 white rods or vice versa.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the student count items in the room; for example, they could count tables, chairs, students, purses, books, noses, ears, toes, fingers, etc.

Give the students items to count.and cards with numbers on them. Show them a group of items. When they know how many items there are, they hold up the card with the correct number on it.

Give the students a picture and have them count the various items in the picture.

Give the students a worksheet. On one side put a group of objects and on the other put numbers. Have the students count the items and then draw a line to the number that represents the number of objects.

Give the students flash cards of numbers either by 5's or by 10's. Give one flash card to each student. Have the students line themselves up in order according to the flash cards. Then go down the line counting by 5's or 10's.

Have the students count by 5's around the face of a clock.

Have the students count by 10's ten dollar bills in fake money.

Pair work. Give student A a list of numbers. Give student B some rods or beans to count. Student A tells student B the first number. Student B counts out that number. Student A checks the number of items that student B has counted. Student A goes through the entire list and then the students change roles.

OBJECTIVE

C 2.1 Count items by 1's, 5's, and 10's *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: what, how many yes/no questions simple present tense there is/there are	numbers from one to one hundred	*English for a Changing World* poster and cue books *In Print* *Math Made Easy* fake money fake or real clocks a matching worksheet--number of objects to match to the written number pictures with items to count Cuisenaire rods, beans, pennies or buttons a list of numbers for pair work

EVALUATION OF OBJECTIVE

The teacher holds up a flash card of a written amount. The students identify the number and show the amount by counting out the correct number of items. A clock can be used to evaluate counting by 5's ,and fake money to evaluate counting by 10's. This is done with 80% accuracy.

OVERVIEW

COMPETENCY

C 3.0 Understand the operations of addition and subtraction.

PREREQUISITE/KNOWLEDGE

Ability to write numbers; understand the value of numbers; understand "smaller than" and "bigger (greater) than" as related to numbers.

OBJECTIVES

The student will be able to

C 3.1 Perform the operation of addition.

C 3.2 Perform the operation of subtraction.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Add numbers when buying something.
2. Subtract numbers each making change.
3. Add a group of items together to make a sum.
   (e.g., If you have five apples and seven pears, how many pieces of fruit do you have?)
4. Subtract a group of items from the total to find the difference.
   (e.g., If you have five apples but give two away, how many do you have left?)

COMPETENCY ASSESSMENT

1. The student answers addition and subtraction problems with 80% accuracy.
2. The student answers addition and subtraction problems that occur in everyday life with 80% accuracy.

COMPETENCY

C 3.0 Understand the operations of addition and subtraction.

OBJECTIVE

C 3.1 Perform the operation of addition.

INDIVIDUAL ACTIVITIES

The tutor gives the student items to count. (Cuisenaire rods are ideal, but items like plastic forks, knives, and spoons are acceptable.) Write an addition operation on paper. Using the rods (or some other similar items) show the student the operation; for example, 1 + 1 = 2
Give the student more problems and allow the him/her to use rods counting the answers if necessary. This could be put on language master cards.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pair Work. Give each pair of students groups of addition cards. One student solves the problem while the other checks the answer. Then have them switch roles.

Give the students pairs of dice. They can throw the dice and add the numbers together for practice. A set of dice with the numbers actually written on the face gives the students better practice with addition.

Give the students problems at the blackboard to solve. Have them say the problem while solving it.

Play the card game "21".

Give the students problems on a worksheet to solve.

Have students make up problems and dictate them to each other or the instructor.

OBJECTIVE

C 3.1 Perform the operation of addition *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense with "be" wh-questions: what, how yes/no questions	addition plus one plus one is two . . . one and two are . . . equals names of the items being counted	*Working with Numbers* *Math Made Easy* *Spectrum,* math series Cuisenaire rods, beans, buttons, or plastic utensils pairs of dice addition flash cards worksheets with additional problems

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with addition problems to solve. The student does do this with 80% accuracy.

COMPETENCY

C 3.0 Understand the operations of addition and subtraction.

OBJECTIVE

C 3.2 Perform the operation of subtraction.

INDIVIDUAL ACTIVITIES

The tutor gives the student items such as Cuisenaire rods or coins. Write a subtraction operation on a paper. Using the rods, show the student the operation; for example, 2 - 1 = 1.

Give the student more problems and allow the student to solve the problems using the rods, if necessary. This could be put on language master cards.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pair Work. Give each pair of students subtraction flash cards. One student solves the problem while the other student checks the answer. Then have them switch roles.

Give the students problems at the blackboard to solve. Have them say the problem while solving it.

Give the students problems on a worksheet to solve.

Divide the class into groups of three or four. Give each group cards with numbers on them. Start the activity by orally giving all the groups a problem. The first person to hold up the correct answer is the winner. The winner in each group then gives the other members of the group a problem. Each time the winner must think of a new problem for the group to solve. (If the students can't think of their own problems, make problems and write them on cards. Put the problem cards in a pile, and the winner can select a problem to read.)

Relay:
1. Divide the class into two teams.
2. Establish a starting line a short distance from the blackboard.
3. Pair the students from each of the teams. (Have students with similar abilities compete against each other.)
4. Write a problem on the blackboard.
5. At the word "go", the two students race up and solve the problem.
6. The student who wins will earn a point for his/her team.
   (This also works well for addition.)

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OBJECTIVE

C 3.2 Perform the operation of subtraction *(continued).*

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: what, how	minus	*Working with Numbers*
yes/no questions	subtraction	*Math Made Easy*
simple present tense with "be"	take away	*Spectrum,* math series
comparatives with "bigger" and "smaller" when describing number relationships	equals	subtraction flash cards
	the bigger number	number flash cards
	the smaller number	worksheets with subtraction problems
		Cuisenaire rods, beans, buttons, or coins

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet with subtraction problems to solve. The student does this with 80% accuracy.

OVERVIEW

COMPETENCY

L/O 1.0 Understand oral directions and supporting cues (e.g., classroom, medical, safety, and work situations).

PREREQUISITE SKILLS/KNOWLEDGE

Vocabulary dealing with body parts, health symptoms, tools, telling time, sorting practices, assembly/disassembly practices, commands, vocabulary dealing with directions on how to go somewhere

OBJECTIVES

The student will

L/O 1.1 Follow directions in a variety of situations.

L/O 1.2 Respond appropriately to body language or other supporting cues (gestures, facial expressions).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Follow directions to a place on campus or in the city.
2. Follow directions in a medical examination conducted by the doctor or nurse.
3. Follow directions given by a supervisor concerning tasks at work or safety instructions.
4. Interpret the body language or supporting cues in life-skill situations including the doctor (e.g., motion to indicate rolling up the sleeve), supervisor (e.g., waving of hand to indicate "come here") or teacher (hand behind ear to indicate "speak louder").
5. Follow classroom directions given by the teacher.

COMPETENCY ASSESSMENT

1. The student follows directions related to completing a task and going somewhere with 80% accuracy. (e.g., Put these papers in the folder, and take them to Mr. Johnson. Mr. Johnson's office is down the hall, the last office on the right. The number is 103.) The directions should include a supporting clue (e.g., pointing in the direction of the office).
2. The student follows classroom directions given by the teacher with 80% accuracy.

COMPETENCY

L/O 1.0 Understand oral directions and supporting cues (e.g., classroom, medical, safety, and work situations).

OBJECTIVE

L/O 1.1 Follow directions in a variety of situations.

INDIVIDUAL ACTIVITIES

The tutor works with the student using TPR (total physical response) to give verbal commands. "Pick up your pencil." " Put your papers in the notebook." This can be expanded to include directions to nearby places (e.g., rest room, cafeteria, and office), locations using prepositions (e.g., on, in, under) and other topics such as work, doctor's check up, going shopping, or caring for children.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Play "Simon Says". (This is especially good for body parts and classroom directions. You can also substitute "I" for "Simon" and make it less like the children's game.)

After introducing the language of maps and giving directions, use masking tape and make a simple map on the floor. Have the students label certain places (e.g., hospital, school, grocery store, library). Give the students directions on how to get to certain places and let them follow those directions. (This can also be done effectively on an overhead projector. Show a map. Choose a student to come up and follow the directions around town. The other students can participate by giving verbal feedback.)

OBJECTIVE

L/O 1.1 Follow directions in a variety of situations *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives prepositions of place two-word verbs pronouns: demonstrative and possessive adverbs	vocabulary words associated with various topic groups: body parts health symptoms locations furniture, housing, tools child care open, take, roll, go, show, put, be careful, don't, slow down, get help, clean, sort, throw, watch out, on, under, in, next to, besides, in front of, in back of, right, left, right-hand, left-hand, side, straight, ahead, turn, listen, repeat, understand, stand up, sit down	*Fast Track: English for Adult Learners* *Here to Stay in the U.S.A.* *Ready? Listen?*, book and tape *Live Action English* *Learning Another Language Through Actions: The Complete Teacher's Guidebook* *A New Start* *English for a Changing World* *Basic Vocabulary Builder* *Practical Vocabulary Builder* *Survival English* *Play and Practice*, page 1 a map on an overhead transparency any realia needed to complete TPR commands

EVALUATION OF OBJECTIVE

The teacher gives the students individual maps. After the students are familiar with them, the teacher gives directions to places on the map. The student should follow the directions 80% of the time. (This evaluation can be changed to accommodate various other life-skill contexts.)

COMPETENCY

L/O 1.0 Understand oral directions and supporting cues (e.g., classroom, medical, safety, and work situations).

OBJECTIVE

L/O 1.2 Respond appropriately to body language or other supporting cues (e.g., gestures, facial expressions).

INDIVIDUAL ACTIVITIES

The tutor teaches the student some gestures, body language, and facial expressions that accompany directions for various life skill contexts (e.g., pointing, opening hand to show "stop," hand behind ear to indicate "louder," motion for "come here," tapping to show "this," shaking the head to indicate "no," or nodding for "yes.").

GROUP ACTIVITIES

Do the individual activity with the entire group.

Provide hats that indicate various life skill contexts (e.g., nurse's cap, helmet for safety situations, a baseball cap with a familiar logo to represent work). Show the students nonverbal behavior associated with each context. In the work-related situation, these behaviors can be demonstrated: "Come here," (using forefinger): "first," "second," "third" to show job ordering, etc.

Go on field trips. Visit a county health clinic, listen to the directions and watch the cues the nurse gives. Go to a manual labor site and observe the communications. Visit a store. All these will be more successful if you find willing participants and if you go when they aren't busy.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
two-word verbs imperatives pronouns: demonstrative and possessive prepositions of place adverbs negatives	spoken commands that correspond to facial expressions Gestures and body language commonly used by Americans.	

OBJECTIVE

L/O 1.2 Respond appropriately to body language or other supporting cues (e.g., gestures, facial expressions) *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives an oral command and the student shows the appropriate gesture, body language, or facial expression with 80% accuracy; e.g., the teacher says , "Yes." The students shake their head "yes." The teacher says, "Come here." The students beckon with their finger.

CULTURAL ORIENTATION

Not all gestures have a universal meaning. Some common American gestures will have radically different and sometimes obscene meanings in another culture. An example of this is when Americans form a circle with the thumb and index finger to mean "great, perfect;" in many other cultures this is offensive. These gestures need to be taught, and the teacher should make every effort to help students understand that these gestures are appropriate here.

OVERVIEW

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of the alphabet, short vowels /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /a/ "box"; /ə/ "but" and regular consonant sounds

OBJECTIVES

The student will

L/O 2.1 Recognize the correspondence between the consonant blends/digraphs and the written symbols.

L/O 2.2 Discriminate between short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /a/ "box"; /ə/ "but" and long vowel sounds /iy/ "heat," /ey/ "hate," /ow/ "boat" and /uw/ "tube" and identify the appropriate written symbol for each.

L/O 2.3 Recognize the correspondence between the diphthongs /oy/ "boy," /aw/ "cow," /ay/ "side" and the written symbols.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify sounds which occur in common words in the student's surroundings, and the corresponding written symbol.
2. Identify sounds and the corresponding written symbol in the Level 1 B vocabulary.

COMPETENCY ASSESSMENT

1. The student associates sounds with words in the environment (e.g., street, shop, clock, boys, etc.) with 80% accuracy.
2. The student identifies the written symbol used for a consonant blend, digraph or diphthong when pronounced by the instructor with 80% accuracy.

NOTE: The word blend refers to two and three consonant blends. Sometimes the word "cluster" is used to refer to three-consonant blends. The word digraph refers to "sh," "ch," "th," and "wh."

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

OBJECTIVE

L/O 2.1 Recognize the correspondence between the consonant blends/digraphs and the written symbols.

INDIVIDUAL ACTIVITIES

The tutor introduces the consonant blend or digraph sound with realia, actions, or picture flash cards cr pictures in a book. (These pictures or objects should already be familiar to the student.) For further practice put the pictures on language master cards and add the tape-script for the student to study.

GROUP ACTIVITIES

Introduce the consonant blend or digraph sounds as the tutor did for the individual student.

Write the consonant blends/digraphs on the board. Give the students the pictures. Let them match the pictures or the correct consonant blend or digraph as the words are modeled by the teacher. (If the students are having trouble hearing the different blends or digraphs, work on the sounds more individually. Make sure not to contrast similar sounds such as /bl/ and /pl/ because they are very hard for students to discriminate. Also, get students to associate certain blends with very familiar words so that if they make a mistake, you can get them to hear the sound again in first a familiar word, and then a less familiar word.)

Give the students cards with consonant blends/digraphs. As words with consonant blends/digraphs are dictated, the students hold up the card of the blend/digraph they hear. Include medial and final blends and digraphs.

Write the consonant blends/digraphs on the board or on paper. Dictate words beginning with the consonant blends/digraphs the students have studied. Have students circle or cross out the sounds they hear.

Play Initial Consonant Bingo or Consonant Lotto.

OBJECTIVE

L/O 2.1 Recognize the correspondence between the consonant blends/digraphs and the written symbols *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	consonant, cluster, blend simple words associated with consonant blends/digraphs e.g., ship, black, cherry, clock, break, etc.	*Initial Consonant Clusters: Sounds Easy* *Final Consonant Clusters: Sounds Easy* *English Sounds and Spelling* well-drawn or photographed pictures showing the initial consonant blends or digraphs consonant blend or digraph flash cards Consonant Bingo or Lotto games

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with words containing consonant blends or digraphs. The spaces for the consonant blends/digraphs are left blank for the students to fill in. As the teacher dictates the words, the students write in the words with 80% accuracy.

v 1.0

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

OBJECTIVE

L/O 2.2 Discriminate between short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /a/ "box"; /ə/ "but" and long vowel sounds /iy/ "heat," /ey/ "hate," /ow/ "boat" and /uw/ "tube" and identify the appropriate written symbol for each.

INDIVIDUAL ACTIVITIES

The tutor introduces the long vowel sounds by showing a familiar picture of a word with a long vowel sound. (e.g., "cake" for /ey/) Provide hints, if applicable. (e.g.,When there are two vowels, the first vowel says its name and the second one is silent.) For further practice the pictures can be taped onto language master cards and the words dictated onto an audio tape. Introduce the long vowels over time, not all in one day. When the student knows the long vowel sounds contrast them to the short vowels. The student can practice more contrasts by using the language master machine. The student can listen to the words and see the picture.

GROUP ACTIVITIES

Introduce the long vowel sounds using hand signals from the International Sign Alphabet. (Check Appendix B.) Don't make a big deal of the gestures. The short vowel sounds only take one hand. The hand forms the signal for the letter. The other hand is held above it to indicate that the vowel is long. The students will connect that hand signal with the particular sound. When the students are familiar with the vowel sounds and the corresponding hand signals, give a listening discrimination exercise. Dictate a long vowel or short vowel word. The students show understanding by making the correct hand signal.

Play the 4-Square Game with the students. (Check Appendix A.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
	short vowel long vowel	*English Sounds and Spelling* *Sounds Easy* *First Steps in Reading and Writing* *Survival Pronunciation* *English Through Drama* pictures of long and short vowel words

OBJECTIVE

L/O 2.2 Discriminate between short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /a/ "box"; /ə/ "but" and long vowel sounds /iy/ "heat," /ey/ "hate," /ow/ "boat" and /uw/ "tube" and identify the appropriate written symbol for each *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet of words with short and long vowel sounds. The spaces for the vowels are left blank for the students to fill in. The teacher dictates the words and the students fill in the blanks with 80% accuracy.

COMPETENCY

L/O 2.0 Understand English sound-symbol correspondence.

OBJECTIVE

L/O 2.3 Recognize the correspondence between the diphthongs /oy/ "boy," /aw/ "cow," /ay/ "side."

INDIVIDUAL ACTIVITIES

The tutor introduces the diphthongs to the student one at a time. Use pictures so the student will remember the sound better.

When the student is very familiar with the diphthong sounds, show him/her words.
Write the diphthongs on a worksheet or a blackboard. Pronounce words with diphthongs and have the student either point to or circle the correct diphthong.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Make a word list of words with diphthongs for the students.

Distribute alphabet cards. Dictate a word with a diphthong. Let the students spell the word using alphabet cards. This could be done in pairs.

Make a bingo game with diphthongs and consonant blends. (Give the students a worksheet with blank bingo squares. Let the students write consonant blends/digraphs and diphthongs anywhere they want on their papers. Then dictate words with the sounds in it, and the students mark their own bingo cards.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
none	vowel pairs diphthong	*English Sounds and Spelling* *Longman Photo Dictionary* pictures alphabet cards blank bingo worksheets

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with diphthong pairs. The teacher dictates a word and the student circles the correct word in each pair with 80% accuracy.

OVERVIEW

COMPETENCY

L/O 3.0 Understand and differentiate statements from questions based on grammatical structure and intonation patterns.

PREREQUISITE SKILLS/KNOWLEDGE

Understand the vocabulary introduced from various topic areas.

OBJECTIVES

The student will

L/O 3.1 Discriminate among statements, yes/no, and tag questions.

L/O 3.2 Discriminate between statements and information questions.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Discriminate between a statement and a question asked by someone in the health care field, e.g., "Where does it hurt?" "He has a headache." "You have a headache, don't you?"
2. Discriminate between statements and questions asked about personal or family information: e.g., "Are you her mother?" "She is your child."
3. Discriminate between statements and questions asked by a supervisor, an immigration officer, an instructor, a social worker, etc.

COMPETENCY ASSESSMENT

1. The student responds appropriately to questions and indicates understanding of statements in a life-skill context: e.g., "These are your pills. Take them twice a day. Do you understand?" (The student responds by nodding the head or giving an oral response.) "When do you take the pills?" (The student responds appropriately.) "You won't forget, will you?" This is done with 80% accuracy.
2. The student responds to questions and indicates understanding of statements in the classroom with 80% accuracy.

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COMPETENCY

L/O 3.0 Understand and differentiate statements from questions based on grammatical structure and intonation patterns.

OBJECTIVE

L/O 3.1 Discriminate among statements, yes/no, and tag questions.

INDIVIDUAL ACTIVITIES

The tutor shows the difference between statements, yes/no, and tag questions by using rising intonation. The student indicates understanding by answering or remaining silent. The student can listen to selected portions of *Jazz Chants* or *Small Talk* tapes for further practice.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give each student three cue cards with a <.> on one, a <?> on the second, and a <?> on a blue card for the third. Model a yes/no question with rising intonation and hold up the <?>. Make a statement and hold up the <.>. Model a tag question and hold up the blue card with the <?>. Ask yes/no and tag questions, and make statements. The students differentiate among the three by holding up the appropriate cards.

If the students don't already know this, teach them how to make sounds for "yes" and "no". Do the above activity again. The students make the sound, "uh, huh" for "yes" and "uh, uh" for "no."

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present tense with be or "have," simple present continuous, future with "will" or "going to," and past yes/no questions tag questions with the above tenses	any topic group	*Fast Track: English for Adult Learners* *Speaking Up at Work* *Ready? Listen!*, book and tape *Jazz Chants*, book and tape *Small Talk*, book and tape *Here to Stay in the U.S.A.* cue cards

NOTE

This is an appropriate time to introduce reduced speech forms such as "gonna" for "going to" or "wanna" for "want to," if those grammatical structures have already been introduced. Limit the reduced speech form to the common ones they will probably encounter.

OBJECTIVE

L/O 3.1 Discriminate among statements, yes/no and tag questions *(continued)*.

EVALUATION OF OBJECTIVE

The teacher makes questions and statements related to vocabulary and topics currently being used in class. The students can respond orally or by holding up the cue cards with the punctuation marks. The students respond appropriately 80% of the time.

COMPETENCY

L/O 3.0 Understand and differentiate statements from questions based on grammatical structure and intonation patterns.

OBJECTIVE

L/O 3.2 Discriminate between statements and information questions.

INDIVIDUAL ACTIVITIES

The tutor shows the student a picture. The tutor describes the picture by using simple statements and then asks questions.
For example:
What is this?
Where is it/he/she?
When is it?
What time is it?
The student answers by using simple words or by pointing.
The pictures used can be related to various topics (health, work, school, child care, etc.).

The individual activity used in Level 1A, L/O Competency 3, is also appropriate.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Select students to go to the blackboard. When a statement is made, the students point to a period. When a question is made, the students point to a question mark.

Using Sign Language, make the sign for each of the questions as you say them in class. Don't make a big deal of it. Each time a question is made, make the hand sign. The students will soon catch on. (This is a useful prompt for speaking later; you can simply sign the question you want the students to make and they can ask the question orally. Teacher talk can be greatly reduced.) See Appendix C for pictures of the hand gestures.

Have the students listen to tapes from *Jazz Chants* or *Small Talk* for further practice.

OBJECTIVE

L/O 3.2 Discriminate between statements and information questions *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: what, when, where, who tenses: simple present, present continuous, future with "will" and "going to," and past	vocabulary related to specific topics: health, body parts, child care, work, places around the house, school, city activities, family or personal information question words	*Fast Track: English for Adult Learners* *Volunteer Coordinator Handbook and Tutoring ESL: A Handbook for Volunteers* *A Show of Hands* *Jazz Chants*, book and tape *Small Talk*, book and tape *Oxford Picture Dictionary*

EVALUATION OF OBJECTIVE

The teacher makes statements or asks questions. The students point to a question mark for the question and a period for the statement with 80% accuracy.

SKILLS EXPANSION

Choose a topic with vocabulary the student knows. Write words that would make statements and questions, at random on the blackboard and be sure to include punctuation marks. Select a student to come up and tap out a statement. Select another student to come forward and tap out a yes/no question. Ask another student to come forward and tap out an information question.

v 1.0

OVERVIEW

COMPETENCY

L/O 4.0 Understand appropriate forms of address.

PREREQUISITE SKILLS/KNOWLEDGE

Understand polite behavior in a formal relationship, and more casual behavior in an informal relationship; understand greetings.

OBJECTIVE

The student will

L/O 4.1 Identify the appropriate form of address in a life-skill situation.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify the appropriate form of address in a formal situation, e.g., supervisor, doctor, instructor, etc.
2. Identify the appropriate form of address in an informal situation, e.g., co-worker or another peer.
3. Identify the appropriate form of address to use with unfamiliar people, e.g., in the store or restaurant.

COMPETENCY ASSESSMENT

1. The student matches the appropriate form of address in a life-skill situation, e.g., Doctor Jones, Mrs. Johnson, Miss Peters, Mr. Hanson, Ma'am, Sir, etc. with 80% accuracy.
2. The instructor shows the students pictures of people doing various jobs. The student identifies the appropriate form of address for each picture with 80% accuracy.

COMPETENCY

L/O 4.0 Understand appropriate forms of address.

OBJECTIVE

L/O 4.1 Identify the appropriate form of address in a life-skill situation.

INDIVIDUAL ACTIVITIES

The tutor shows the student pictures that clearly indicate marital or job status. Tell the student the appropriate form of address for each. When the student understands, say the form of address and let the student point to the correct picture or pictures.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Bring in hats or props that will give students distinct roles. (e.g., a nurse's cap, a supervisor's cap, an English book, a wedding ring, a wig of gray hair, a waitress hat, a name tag that a clerk might wear) Pass out the props. Say the forms of address. The students who fit that form of address stand up.

Show the students pictures of people doing various activities. Write corresponding forms of address on the board. Have the students organize the pictures according to the forms of address. (A collection of Norman Rockwell prints works well for this activity.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions tenses: present, present continuous	Mr., Mrs., Ms., Miss, Ma'am, Sir, Dr. common American names: John, Mike, Susan, Mary, etc.	*Fast Track: English for Adult Learners* *Ready? Listen!* *Basic English for Adult Competency* *Survival English* *English that Works* hats and props that indicate roles pictures from prints or magazines

OBJECTIVE

L/O 4.1 Identify the appropriate form of address in a life skill situation *(continued)*.

NOTE

This competency should be taught after students are very familiar with first and last names. It is useful to orient students as to which names in English are male or female.

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet with pictures of a variety of people on one side and the forms of address on the other. The student matches the pictures of the people to the forms of address with 80% accuracy.

CULTURAL ORIENTATION

The informality of American culture needs to be explained to the students. They should understand that it is permissible to call their boss by his/her first name if the boss so requests. It must also be explained that the title goes with the last name in this culture. The students often use the title with the first name. Sometimes they don't use names and only use the terms of "teacher" or "boss." Most students come from a much more outwardly formal culture and so the lack of formality in this culture is troubling. This would be a good opportunity to use bilingual staff. The students usually have many questions concerning informality in the U.S.

OVERVIEW

COMPETENCY

L/O 5.0 Understand common vocabulary of basic needs and wants (e.g., clothing, food, body parts, occupations, locations, relationships).

PREREQUISITE SKILLS/KNOWLEDGE

Simple statements, wh-questions, yes/no questions, tag questions, numbers, and colors

OBJECTIVE

The student will

L/O 5.1 Identify basic needs and wants.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify food and clothing from pictures and find them in a store.
2. Identify health problems of self or family for the doctor or nurse.
3. Identify an emergency situation.
4. Identify wants and needs in a work-related situation.
5. Identify safety items.

COMPETENCY ASSESSMENT

1. The student identifies items on a field trip that correspond to a life-skill situation. (e.g., going to the market and identifying various meats, vegetables, cereals, etc.). The student checks off items from a checklist of words (if the students can read the vocabulary) or pictures. This is done with 80% accuracy.
2. The student identifies items chosen by the teacher. The instructor dictates the name of the item and the student points to it with 80% accuracy.

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COMPETENCY

L/O 5.0 Understand common vocabulary of basic needs and wants (e.g., clothing, food, body parts, occupations, location, relationships).

OBJECTIVE

L/O 5.1 Identify basic needs and wants.

INDIVIDUAL ACTIVITIES

The tutor selects a topic area from which to introduce vocabulary. (This could be any of the topics already listed, such as, medical, safety, work, child care, food, clothing, locations, relationships.) Give the student pictures of the various vocabulary. For example, if the student wants to learn the names of common tools or kitchen utensils, give the student some pictures of them and bring the actual items to the tutoring session. Tell the student their names and have have him/her follow TPR (total physical response) commands. Then say the name of the tools/kitchen utensils and let the student identify them by pointing to the actual tools/kitchen utensils or the pictures. More practice for the student could be obtained by using the language master machine.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give each student a vocabulary page that pictures tools or other items (kitchen utensils, toys useful for children in a day-care situation, items needed to take care of children, gardening equipment, etc.). Have them cut out the pictures and paste them onto a bingo grid. Play vocabulary bingo.

Give the student a worksheet with various tools or other items pictured. Follow with commands for each of the vocabulary items. e.g., "Circle the hammer." "Cross out the wrench." "Color the screwdriver red," etc.

The group activity for Level 1A is also appropriate for Level 1B.

OBJECTIVE

L/O 5.1 Identify basic needs and wants *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense with "want" and "need" pronouns: subject, object "want" and "need" + to wh-questions yes/no questions tag questions negatives	work-related vocabulary: tools, screwdriver, hammer, wrench, drill, scissors, needle other vocabulary from various topic areas I need a . . . I want a . . . he/she/they/we/you want(s) . . . need(s) . . . Do you want . . . Do you need . . . reduced speech forms for "want to" (wanna) and "need to," (need ta)	*Fast Track: English for Adult Learners* *Oxford Picture Dictionary* *Ready? Listen!* *Basic Vocabulary Builder* *Practical Vocabulary Builder* *Here to Stay in the U.S.A.* *Volunteer coordinator Handbook and Tutoring ESL: A Handbook for Volunteers* *HER Project* *Basic English for Adult Competency* *Survival English* vocabulary pictures of tools, food, clothing, medical, safety, and child care items, kitchen utensils, etc. pictures from magazines for collages worksheet with pictures of vocabulary items realia: tools, clothing, plastic food, kitchen utensils, etc.

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet of the vocabulary studied. The teacher dictates the vocabulary words and the students identify as instructed by the teacher with 80% accuracy.

SKILLS EXPANSION

Write a group language experience story about the wants and/or needs of the students in the class. Type up the story for them to read.

Let the students talk about their collages or pictures they have drawn. Have them practice using "I" when speaking about their own wants/needs and s/he when speaking about someone else's.

NOTE

Make sure the students hear the reduced speech form of "wanna". They do not have to produce it, but should understand it when it is used in common speech outside the classroom.

OVERVIEW

COMPETENCY

L/O 6.0 Understand vocabulary of basic rules and regulations (e.g., traffic, work, citizenship).

PREREQUISITE SKILLS/KNOWLEDGE

Commands (affirmative and negative)

OBJECTIVE

The student will

L/O 6.1 Follow a rule or regulation.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Follow the rules indicated by signs in the student's environment (e.g., "No smoking," "Do not Enter," etc.).
2. Follow rules/regulations in traffic as a car driver, bike rider, and as a pedestrian.
3. Follow rules/regulations in the work environment.
4. Follow the rules on labels for clothing, medicine, etc.
5. Follow the rules/regulations to obtain citizenship status.

COMPETENCY

L/O 6.0 Understand vocabulary of basic rules and regulations (e.g., traffic, work, citizenship).

OBJECTIVE

L/O 6.1 Follow a rule or regulation.

INDIVIDUAL ACTIVITIES

The tutor shows the student pictures of signs (international signs, traffic signs, etc.) and explains the meanings both verbally and nonverbally, if necessary. The tutor then asks questions, such as: "Which signs say, 'No Smoking'?" The student points to the correct one. The pictures can be transferred to language master cards for the student to study after the tutoring session.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Send the students on a sign-collecting field trip. Have them make a list of the signs they find and then categorize them. (Categories might include advertisements, traffic signs, regulations, rules announcements, information, place names, etc.) Concentrate on the signs that give rules and regulations. Find out where the students saw the signs. Ask them about the size of the signs and the color. Make some signs and hang them up in the classroom so that the students will remember them better.

Make flash cards of the signs dealing with rules and regulations introduced in the classroom. Give groups of three or four students a set, and say a rule. The first student to hold up the correct card of that rule gets a point for his/her group.

Direct the students' attention to the rule and regulation signs hanging in the classroom. Give a rule or regulation and have a student point to the appropriate sign.

Have students look in other places for rules (e.g., merchandise labels, packaging, pamphlets, etc.).

Have the students identify the rules/regulations for obtaining citizenship as well as the duties and responsibilities of being a good citizen.

OBJECTIVE

L/O 6.1 Follow a rule or regulation *(continued)*.

STRUCTURES	RELATED VOCABULARY	*MATERIALS/RESOURCES*
commands (affirmative, negative) simple present tense models: "can," "can't" yes/no questions wh-questions: what, where	vocabulary related to signs from various topic areas (work, traffic, clothing, health, etc.)	*10 Civics Lessons* *Practical Vocabulary Builder* *Experiential Language Teaching Techniques* *Signs Around Town* *Looking at American Signs* *Basic Adult Survival English* *English That Works* *English for Adult Competency* *A Handbook for Citizenship* *Here to Stay in the U.S.A.*

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet with different signs on it. The teacher dictates a rule or regulation, and the student underlines or circles the appropriate sign with 80% accuracy.

OVERVIEW

COMPETENCY

S 1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

PREREQUISITE SKILLS/KNOWLEDGE

Understand vocabulary of basic needs and wants (e.g., names of food, clothing; types of housing; health, etc.).

OBJECTIVES

The student will

S 1.1 State a basic need or want.

S 1.2 Ask simple questions to get information concerning basic needs and wants.

S 1.3 Use appropriate nonverbal behavior to communicate a basic need or want.

POSSIBLE LIFE SKILLS APPLICATIONS

1. State a need or want in a job-related situation.
2. Ask questions in a life-skill/emergency situation to get more information about a basic need or want.
3. State a need or want and support that statement with the appropriate nonverbal behavior in a life-skill situation.

COMPETENCY ASSESSMENT

1. The student states a need on the job (or in another life-skill situation) and uses appropriate body language to emphasize the statement. The student asks a question if the response is not clear. This should be done with 80% accuracy.
2. The student states needs and wants in a classroom situation both verbally and nonverbally with 80% accuracy.

v 1.0

COMPETENCY

S 1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

OBJECTIVE

S 1.1 State a basic need or want.

INDIVIDUAL ACTIVITIES

The tutor uses realia that the student is already familiar with. The student states what s/he needs or wants. Pictures of that realia could be put on language master cards so the student could practice an accompanying dialog with "I need" or "I want." Also include practice with other pronouns (he, she, you, they) and negatives.

GROUP ACTIVITIES

Seat the students in a circle. Put familiar realia in the center. Let the students choose items and make statements about needs and wants. Include practice with other pronouns and negatives.

Practice dialogs with want and need in appropriate life-skill areas.

Using an appropriate dialog, have the student interrupt to get someone's attention and then state a basic need; for example, "Excuse me, Bill. I need a hammer, please."

Give the students a vocabulary page with pictures of items or places (a page from a catalog works well). Have the students practice "want to" or "need to;" for example: "I need to go to the store after school." "I want to play tennis this evening," etc.

In a civics class, students can take the roles of pilgrims or other early immigrants and state basic needs and wants.

OBJECTIVE

S 1.1 State a basic need or want *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives simple present tense with want and need want/need + to nouns: count and noncount yes/no questions wh-questions negatives prepositions of time: after, before	vocabulary related to life-skill topics (e.g. clothing, food, child-care and safety items, tools or utensils for work, items for the home.) I want/need some He/she/we/you/they need/want(s) He/she doesn't need I want to go to the store, home shopping, bowling, visiting, etc.	*Fast Track: English for Adult Learners* *10 Civics Lessons* *A New Start* *Survival English* *Basic English for Adult Competency* *Basic Vocabulary Builder* *Practical Vocabulary Builder* *Here to Stay in the U.S.A.* realia appropriate for various life-skills catalog pages

EVALUATION OF OBJECTIVE

The teacher places familiar realia on a table. The students state their wants and needs in role play situations with each other with 80% accuracy.

COMPETENCY

S 1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

OBJECTIVE

S 1.2 Ask simple questions to get information concerning basic needs and wants.

INDIVIDUAL ACTIVITIES

The tutor puts realia in a bag. The student questions the tutor about the contents of the bag. For example: "Do you have any . . . ?" "Is there a . . . ?" "Are there any . . . ?" "Do you have any red . . . ?"

GROUP ACTIVITIES

Do the individual activity with the entire group except have the students question and answer each other in pairs.

Play Fish. (See Appendix A.)

Play the Chain game. Students add items to a shopping list in increasing quantities.

Give the students a vocabulary page with places to go or sport activities pictured on it. In pairs, have the students ask and answer each other about wants and needs. For example, Student A could ask, "Do you need to go to the store?" Student B answers, "Yes, I need some milk." etc.

Give each student an object. Students sit in a circle and ask for an item they want. The student whose object is requested must give it up. The most desirable objects get traded frequently. Students keep the last object they have.

OBJECTIVE

S 1.2 Ask simple questions to get information concerning basic needs and wants *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
imperatives simple present tense want/need + to nouns: count and noncount yes/no questions wh-questions negatives there + is/are some, any	vocabulary related to various life skills Is there . . . Are there . . . Do you have . . .	*Fast Track: English for Adult Learners* *A New Start* *Survival English* *Basic English for Adult Competency* *Basic Vocabulary Builder* *Practical Vocabulary Builder* realia appropriate for various life skills Fish cards

EVALUATION OF OBJECTIVE

Using the Fish cards or realia, the students ask the teacher questions regarding a basic "need" or "want" (related to a life-skill situation) with 80% accuracy.

COMPETENCY

S 1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

OBJECTIVE

S 1.3 Use appropriate nonverbal behavior to communicate a basic need or want.

INDIVIDUAL ACTIVITIES

(See the activity for nonverbal behavior in Listening and Observing Competency 1.) The tutor teaches the student nonverbal behaviors helpful in life-skill situations such as shopping or working. Nodding for "yes," shaking the head for "no," using the hands as emphasis, pointing to a place and shrugging for not understanding are all helpful.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Using realia, ask yes/no questions. The students respond nonverbally by nodding or by shaking their heads.

Allow students to try on some clothes. Ask "Does it fit?" The student responds appropriately and indicates with his/her hands if it's too big, too small or just right.

Role-play a store situation with the students. Ask questions and have the students respond accordingly. Yes/no questions are appropriate as well as questions with "how much," "how many", and "where." The students answer verbally and indicate directions by pointing. Other behavior such as tapping on the shoulder to get someone's attention in a noisy place; waving the hands to say "yes" or to get attention; maintaining appropriate distance when talking; and appropriate eye contact are also very useful for the students to learn.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions nouns: count and noncount adjectives too + adjectives pronouns: object, demonstrative, possessives	vocabulary related to various life skills	*A New Start* *Survival English* *Basic English for Adult Competency* *ESL Miscellany*, pp. 259-270 realia such as clothing, plastic food, etc.

OBJECTIVE

S 1.3 Use appropriate nonverbal behavior to communicate a basic need or want *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the students a dialog to perform which requires some type of nonverbal action. This would be an appropriate time for a video tape camera so that the students could see what they were actually doing. This should be accomplished with 80% effectiveness.

CULTURAL ORIENTATION

Make sure students understand American shopping behavior. Merchants do not appreciate having meat and produce squeezed and poked for freshness. Also make sure students understand how to buy things in a large department store where there are cash registers in each department. A few students have been arrested for shoplifting when they have put an item under their arms or in a bag for later purchase and then left the area for another department without paying. Stress the importance of using appropriate nonverbal behavior when speaking. Standing too close makes Americans uncomfortable, and not looking someone directly in the eye makes them seem dishonest instead of respectful.

OVERVIEW

COMPETENCY

S 2.0 Ask and respond to questions, or make statements about the immediate situation on the telephone or in person.

PREREQUISITE SKILLS/KNOWLEDGE

Understand yes/no and information questions, make simple statements, able to count and to tell time.

OBJECTIVES

The student will

S 2.1 Respond to questions asked in person or on the telephone about the immediate situation.

S 2.2 Ask a question in person or on the telephone.

S 2.3 Make statements to give personal information.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Give personal information on the phone or in person when applying for a job.
2. Give personal information to a health care professional on the phone or in person.
3. Ask questions about the immediate situation in any life-skill context.
4. Give personal information and ask questions in any community service agency as required.

COMPETENCY ASSESSMENT

1. The student maintains a phone conversation, answering and asking questions that relate to personal information in any suitable life-skill context (e.g., an employer, a nurse, a doctor, a dentist, a social worker, immigration officer or teacher) with 80% accuracy.
2. The student answers and asks questions while the school registration is being filled out. This should be done with 80% accuracy.

COMPETENCY

S 2.0 Ask and respond to questions, or make statements about the immediate situation on the telephone or in person.

OBJECTIVE

S 2.1 Respond to questions asked in person or on the telephone about the immediate situation.

INDIVIDUAL ACTIVITIES

The tutor gives the student pictures of a situation. This could be in any topic area (e.g., emergency, safety, job, store, etc.). Ask the student yes/no questions about the picture. The student responds appropriately. Possible answers could be simply "Yes" or "No," "Yes, I think so," "No, thank you," or "No, I'm sorry." These answers should vary with the situation pictured. The tutor should also practice asking personal information questions over a real or trainer telephone. The student answers the questions appropriately.

GROUP ACTIVITIES

Give groups of 3-4 students a picture with a life-skill situation. (Norman Rockwell pictures are very effective.) Let the students in the group assume the same roles as the people in the picture. Ask the other members of the class yes/no questions about the situation. The students should respond appropriately. If possible, provide dialogues with yes/no questions for those assuming the various roles.

Bring in telephones. (The telephone company has trainer sets.) Let the students practice dialogues with yes/no questions or questions that would elicit personal information. (Possible topics include making a doctor's appointment, reporting an emergency and inquiring about house repairs.)

Working with personal information questions, have the students line up face to face. Clap your hands. All the students in line A ask a question. The students in line B answer. Everyone stops talking when you clap your hands a second time. The first person standing in line A moves to the end and everyone in line A moves one place. Line B does not move. Clap your hands. This time everyone in line B asks a question and the students in line A answer. Do this until all the students in line A have moved. (Each time you clap your hands make it for a shorter time. The object of this game is to get the students to speak more fluently. Very often they don't finish the first few times, but soon become used to asking and answering the questions more spontaneously.)

OBJECTIVE

S 2.1 Respond to questions asked in person or on the telephone about the immediate situation *(continued)*.

The Mask game. (This is a variation of 20 Questions.) Bring or have the students make their own masks. Let the students choose a mask. Then select one of the students to put it on. Other students ask questions of the "new" person. The person behind the mask can answer in any way s/he chooses. Imaginary answers allow the student to use a variety of personal or job-related vocabulary.

For civics class, ask questions from a mock INS interview. (A list of such questions is in *A Handbook for Citizenship*.)

STRUCTURES	RELATED STRUCTURES	MATERIALS/RESOURCES
yes/no questions wh-questions tenses: simple present, present continuous, past, present perfect in familiar questions: e.g., "How long have you been in the U.S.? How long have you studied English?" adjectives: possessive pronouns: subject modal: can	polite responses: "No, I'm sorry." "Yes, please." Can you . . . I/he/she/you/they/we can . . . vocabulary from life-skill areas (e.g., Is he sick? Is she hurt? Can you give me the wrench? Is the car broken? Is he fixing the motor now? Did he come? Will you . . . ?) personal information questions	*Fast Track: English for Adult Learners* *10 Civics Lessons* *Small Talk* *A New Start* *Survival English* *English That Works* *Communication Starters* *Speaking Up at Work* *A Handbook for Citizenship* dialogs with yes/no and personal information questions masks or mask-making materials telephones or a trainer's set from the telephone company pictures of people doing things in various life-skill situations

EVALUATION OF OBJECTIVE

The teacher and the students role play a life-skill situation. The teacher asks yes/no and personal information questions. The students answer appropriately 80% of the time.

COMPETENCY

S 2.0 Ask and respond to questions, or make statements about the immediate situation on the telephone or in person.

OBJECTIVE

S 2.2 Ask a question in person or on the telephone.

INDIVIDUAL ACTIVITIES

The tutor gives the student a picture. The student asks information or yes/no questions about the picture. Make sure the pictures relate to a life-skill area.

GROUP ACTIVITIES

Give one student a picture (e.g., a radio). The other students ask questions to try to find out what it is. They cannot directly ask, "What is it?" but may only use questions that will give them clues to the item (e.g., "Is it big?" "Is it square?" "Does it make noise?" "Who uses it?" "What is it used for?" etc.).

Use selections from *Jazz Chants*, or *Small Talk*.

Have ``student practice dialogues with personal information questions:
What's your name?
Where do you live?
How long have you been here?
How long does it take you to get to school?

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions tenses: simple present, present continuous, future, past, present perfect in familiar questions adjectives	vocabulary from various life-skill areas that the students are already familiar with	*Fast Track: English for Adult Learners* *Side by Side*, Book 1, New Edition *Jazz Chants* *A New Start* *Survival English* pictures of simple items to ask questions about

EVALUATION OF OBJECTIVE

The teacher shows the student a picture and the student asks questions. Have another student answer the questions. This should be done with 80% accuracy.

COMPETENCY

S 2.0 Ask and respond to questions, or make statements about the immediate situation on the telephone or in person.

OBJECTIVE

S 2.3 Make statements to give personal information.

INDIVIDUAL ACTIVITIES

The tutor helps the student formulate a short personal statement about him/herself. For example, the student could say, "I'm Mario. I'm from Mexico. I have been here for two years. I have a wife and three children. I work for . . ."

GROUP ACTIVITIES

Do the individual activity with the entire group.

Assign a pair of students to obtain personal information about each other. Then have them introduce each other to the class in a 2-3 minute informal speech.

If your class has open enrollment, have students introduce themselves each time a new student enters. Have them tell their name, native country and one other item (e.g., family size, number of children, previous occupation, etc.). As the term continues have students add two extra things about themselves.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions negatives nouns: singular and plural pronouns: subject and object adjectives: possessives tenses: simple present, present continuous, past, future modal: can	I'm from . . . I have or I've got . . . I'm living in the . . . now he/she's from . . . I like, don't like . . . he/she likes/doesn't like . . . This is my friend . . .	a list of questions appropriate for obtaining personal information *Fast Track: English for Adult Learners*

OBJECTIVE

S 2.3 Make statements to give personal information *(continued)*.

EVALUATION OF OBJECTIVE

The student talks about him/herself with 80% accuracy.

CULTURAL ORIENTATION

Dealing with personal information can be sensitive at times. Set aside time to discuss what is appropriate to ask about and what is not, both in their cultures and in the U.S.

OVERVIEW

COMPETENCY

S 3.0 Pronounce many English sounds in an understandable manner.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of the alphabet and some familiarity with the production of short vowels and consonants

OBJECTIVES

The student will

S 3.1 Pronounce the consonant blends and digraphs with difficulty.

S 3.2 Pronounce long vowel sounds: /iy/ "heat," /ey/ "late," /ow/ "boat," /uw/ "tube" and the diphthongs /oy/ "boy," /aw/ "cow," and /ay/ "side," in words with difficulty.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Pronounce words from the student's surroundings, especially those words with blends, digraphs, long vowel sounds and diphthongs, with difficulty.
2. Pronounce words as clearly as possible in dialog situations.

COMPETENCY ASSESSMENT

1. The student pronounces familiar words so that the instructor can identify the word in a picture or point to the actual item. The student does this with 80% accuracy.
2. The student receives a picture with vocabulary s/he is familiar with. The instructor points to various objects in the picture that contain blends, digraphs, long vowel sounds and diphthongs, and the student pronounces them with 80% accuracy.

v 1.0

COMPETENCY

S 3.0 Pronounce many English sounds in an understandable manner.

OBJECTIVE

S 3.1 Pronounce the consonant blends and digraphs with difficulty, particularly those sounds which are problematic for a speaker of another language.

INDIVIDUAL ACTIVITIES

Using pictures of familiar and simple words that begin with consonants, the tutor introduces the consonant blends/digraphs along with the picture. The student repeats the sound and the word. Make sure to later include words that use the sounds in the medial and final positions, too. The words can be put on a language master cards for the student to practice individually.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pass out cards with consonant blends/digraphs. Say a word. The student holding the correct consonant blend/digraph holds up the card and repeats the sound. Also include medial and final consonant blends/digraphs.

Hold up flash cards of the sounds to be elicited. The students say the sound and give a word it occurs in (e.g., sh--fish or ship).

Put the class in pairs. Give student A a list of pictures that s/he is familiar with. Give student B a list of pictures with pairs of similar sounding words. Student A says the name of each picture on his/her list. Student B circles the picture of the word that student A says. When student A is finished, reverse the roles. (This can also be done with printed words if the students are reading well enough.)

If the students are having problems producing a sound, bring in a plaster model of a mouth (orthodontists have a ready supply), and plasticine (silly putty) for the tongue. After showing them how to make the sound, let them try to pronounce it.

OBJECTIVE

S 3.1 Pronounce the consonant blends and digraphs with difficulty, particularly those sounds which are problematic for a speaker of another language *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
	consonant blend tongue, teeth, jaw, lips	*10 Civics Lessons* *Initial Consonant Clusters: Sounds Easy* *Final Consonant Clusters: Sounds Easy* *Clear Speech* plaster model of mouth silly putty (consonant flash cards) picture flash cards of blends and digraphs worksheets with paired pictures

EVALUATION OF OBJECTIVE

The teacher writes the consonant blends/digraphs on the blackboard and then points to the consonant blends/digraphs randomly while a student produces the sound. This is done with 80% accuracy.

COMPETENCY

S 3.0 Pronounce many English sounds in an understandable manner.

OBJECTIVE

S 3.2 Pronounce long vowel sounds: /iy/ "heat," /ey/ "late," /ow/ "boat," /uw/ "tube" and diphthongs /oy/ "boy," /aw/ "cow," and /ay/ "side," in words with difficulty.

INDIVIDUAL ACTIVITIES

The tutor introduces the long vowel and diphthong sounds with consonants or consonant blends/digraphs. Introduce them slowly over a period of time so that the student can become very familiar with each sound. Accompany the words with pictures. The student repeats the words after the tutor. Use hand signals from the international sign alphabet as each long vowel sound is introduced. (See Appendix B and Listening/Observing Competency #2, Objective 2 for more detail. There are no hand signals for diphthongs.)

GROUP ACTIVITIES

Give the students pictures of long vowel words and words containing diphthongs. (Use words they are familiar with.) Keep a set of the same pictures. Let the students dictate words. Pick up the picture of the word that is said. Let the students try to correct themselves if the picture and word does not agree.

Have the students practice dialogues with the sounds being taught in class. These dialogs can focus around any topic including health, work, school, shopping, child-care, etc. Make a list of the troublesome words in the dialogues and use them for special pronunciation practice.

Use *Jazz Chants* or simple poetry to focus on a sound being taught.

Do the individual activity with the entire group. Make sure to use the international hand signals consistently so that students will make the connection of the sound to that particular hand signal. (The same hand signals are used when the students are learning to read words with long vowel sounds. When they make a mistake reading, the hand signal can let the student know there is a problem without the teacher saying anything and the student can self-correct.) Remember there are no hand signals for the diphthong sounds.

OBJECTIVE

S 3.2 Pronounce long vowel sounds: /iy/ "heat," /ey/ "late," /ow/ "boat," /uw/ "tube" and diphthongs /oy/ "boy," /aw/ "cow," and /ay/ "side," in words with difficulty *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
	long vowel	*10 Civics Lessons* *English Sounds Easy and Spelling* *Sounds Easy* *Jazz Chants* *Small Talk* *Survival Pronunciation* phonics books with clear pictures pictures of long vowel/diphthong words on flash cards

EVALUATION OF OBJECTIVE

The teacher shows the students pictures of words with long vowels and diphthongs. The student pronounces the words correctly 80% of the time.

SKILLS EXPANSION

Language Experience Activity. Assemble or find a picture with long vowel or diphthong words. Let the students talk about the picture. Write down what they say. Print it on a handout for everyone to practice reading.

OVERVIEW

COMPETENCY

S 4.0 Initiate and maintain simple conversations using appropriate forms of address (e.g., Ms., Mrs., Mr. or given name).

PREREQUISITE SKILLS/KNOWLEDGE

Understand the use of formal and informal forms of address, able to ask and respond to simple questions, know vocabulary associated with common small talk subjects (e.g., weather, family, job, school).

OBJECTIVES

The student will

S 4.1 Use the appropriate form of address when conversing.

S 4.2 Begin and continue a very simple conversation in a life-skill context.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use the appropriate form of address in a simple conversation with a supervisor or other person in an official capacity.
2. Use the appropriate form of address in a simple conversation with a co-worker or other person in an informal situation.
3. Use the appropriate form of address in a simple conversation in a life-skill situation (e.g., addressing a clerk in a store).

COMPETENCY ASSESSMENT

1. The student uses the appropriate form of address in a simple conversation with an official the student might encounter (e.g., supervisor, doctor, welfare worker, immigration officer, lawyer, school official). This is done with 80% effectiveness.
2. The student uses the appropriate form of address in role play conversations with 80% accuracy. The role-plays should involve important people in the student's environment (e.g., supervisor, doctor, welfare worker, immigration officer, lawyer, school official).

COMPETENCY

S 4.0 Initiate and maintain simple conversations using appropriate forms of address (e.g., Ms., Mrs., Mr., or given name).

OBJECTIVE

S 4.1 Use the appropriate form of address when conversing.

INDIVIDUAL ACTIVITIES

The tutor shows the student title and last name for proper formal form. Then the student practices using the formal form with names. Be sure to include Dr. or Rev. along with Ms., Mr., and Miss. Have the student practice using the title with names of people in his/her immediate environment. (Ask the student the names of the people s/he comes in contact with.) Stress the importance of learning the person's name.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Show flash cards of various occupations. Have the students make up names and titles for the various people pictured. For example, "This is a picture of a secretary in your office. You are a secretary, too. What is her name?" The students make up a first name because this is not generally a formal relationship. Then show a picture of someone who is clearly a supervisor. The student should give a last name with a title. You might have to brainstorm some common first and last American names before beginning this activity.

Bring some realia that will allow the students to take on various roles. (Hats work well for this.) Have the students put on the prop and address each other appropriately. Make sure you go through the addresses and names of the roles before you let the students stand up and address each other. This is an appropriate time to combine greetings with the addresses such as, "Hi, Jack! How's it going?" or more formally "Hello, Mr. Jackson. How are you?"

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
forms of address simple present tense	Mr., Ms., Miss, Ma'am, Sir, Dr., Rev. How do you do? How are you? How's it going?	*Fast Track: English for Adult Learners* *10 Civics Lessons* *English That Works*, book and flash cards of occupations *Basic Vocabulary Builder* *ESL Miscellany*, pp. 197-199 *Small Talk* realia (hats for props)

OBJECTIVE

S 4.1 Use the appropriate form of address when conversing *(continued)*.

EVALUATION OF OBJECTIVE

The teacher shows flash cards of people in various occupations. The student uses the proper form of address 80% of the time.

COMPETENCY

S 4.0 Initiate and maintain simple conversations using appropriate forms of address (e.g., Ms., Mrs., Mr. or given name).

OBJECTIVE

S 4.2 Begin and continue a very simple conversation in a life-skill context.

INDIVIDUAL ACTIVITIES

The tutor introduces small talk subjects (e.g., weather or giving compliments) to begin the conversation. Using the tape from the book *Small Talk* will give the student extra listening practice. Practice greetings and small talk with the student to keep the conversation going.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Practice jazz chants or chants from *Small Talk* . Choose the simple ones from the books or make up some of your own.

Circle Game:
1. The students stand in a large circle.
2. Two students, A and B, stand facing each other inside the circle.
3. When you clap your hands, the two students greet each other and then keep the conversation going with small talk for a short time.
4. While students A and B are talking, designate another student to go in the circle.
5. At the clap of your hands, the newly designated student goes in and student B goes out of the circle.
6. Student A then assumes student B's part.
7. The new student becomes A.
8. The greeting and conversation begin again.

Do this until all the students have gone in the circle and participated. Don't go in order. Try to keep the activity moving fast so it remains fun. (The circle game can also be adapted to include the type of questions included in a conversation regarding citizenship. One student role plays the immigration officer while the other is the applicant. At this level the language is simple, but it is still necessary for the student to practice.)

OBJECTIVE

S 4.2 Begin and continue a very simple conversation in a life-skill context *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions tag questions tenses: simple present, present continuous, past, and future with "going to" and "will" pronouns: subject and object	It's a nice day today. How do you like the weather? Great weather! It's hot in here, isn't it? You look nice in blue. Is that a new blouse? I like your hair. What are you doing here? I'm waiting for the doctor. And you?	*Fast Track: English for Adult Learners* *English Through Drama* games *Jazz Chants* *Small Talk* *A New Start* simple dialogs from various sources that contain small talk topics

EVALUATION OF OBJECTIVE

The teacher carries on a conversation with each of the students. It is the student's responsibility to begin the conversation with the proper greeting and maintain it with small talk appropriate to the situation. The teacher can assume different roles using hats, if desired. This student should be able to do this with 80% effectiveness.

v 1.0

OVERVIEW

COMPETENCY

S 5.0 Use appropriate basic vocabulary and phrases for specific situations (e.g., life-skill, employment).

PREREQUISITE SKILLS/KNOWLEDGE

Understand the vocabulary in various life-skill or employment areas; ability to form statements, "wh," and yes/no questions.

OBJECTIVE

The student will

S 5.1 Apply basic vocabulary and phrases to specific situations where needed (e.g., life-skill, employment).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Request and make statements to a doctor, welfare worker, immigration officer; in a bank, store, or restaurant.
2. Request and make statements to a co-worker or supervisor.
3. Request and make statements about an emergency to a policeman or other official.

COMPETENCY ASSESSMENT

1. The student uses a given list of phrases/vocabulary words in a dialog related to life skills or employment with 80% effectiveness.
2. The student hears one side of a dialog with vocabulary words and phrases that he/she is familiar with. The student anticipates what the other speaker is going to say and then gives an appropriate response with 80% accuracy. (Afterwards, the student can compare what he/she said with the actual words of the speaker.) The dialog can come from any topic area being studied. The dialog should be a new one for the student, but have words and phrases the student is very familiar with.

COMPETENCY

S 5.0 Use appropriate basic vocabulary and phrases for specific situations (e.g., life-skill, employment).

OBJECTIVE

S 5.1 Apply basic vocabulary and phrases to specific situations where needed (e.g., life-skill, employment).

INDIVIDUAL ACTIVITIES

The tutor chooses any life-skill area (e.g., bank, doctor, store, food, clothing, housing) or employment area to introduce vocabulary and useful phrases. Show the student pictures and identify each one. Then say the words and let the student try to say the vocabulary words him/herself. Next, put the words into a dialog to practice with the student. This dialog can also be put onto tape so the student can practice later. (Many of these words have already been introduced in Listening/Observing Competency #5.) Tools from the employment area are easy to begin practice with.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Concentration:

1. On a grid put matching pictures of tools or other vocabulary items from different topic areas.
2. Cover the pictures with numbers.
3. Divide the students into two teams.
4. Let the students from team A choose numbers to try to make a match.
5. If they make a match, take the numbers off, have them name the item and give that team a point.
6. If the numbers do not match, cover the pictures back up and go to team B.

The team with the most points wins. (Make sure they can say the matching words to win the point.)

Bring tools (or realia from other life-skill areas) to class. You can place the tools on an overhead projector and then project the shape onto a screen. Allow the students to guess the name of the tool. Introduce useful phrases (e.g., "A hammer is used for pounding nails." "What's this/that for?").

For civics class, include map terms, important cities and states, government terms (Senate, House, President, etc.), Pledge of Allegiance, etc.

OBJECTIVE

S 5.1 Apply basic vocabulary and phrases to specific situations where needed (e.g., life skills, employment, etc.) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions tenses: simple present, present continuous, past, future with "going to" and "will" modals: can nouns: singular and plural	vocabulary from life-skill areas (housing, furniture, clothing, including care labels, emergency situations, health symptoms, medical equipment, medicines, banks, child-care, and employment)	*Fast Track: English for Adult Learners* *10 Civics Lessons* *A New Start* *Survival English* *Double Action Pictures* *Speaking Up at Work* *Basic Vocabulary Builder* *Practical Vocabulary Builder* *Here to Stay in the U.S.A.* *A Handbook for Citizenship* realia from employment or life-skill environment pictures from employment or life-skill areas

EVALUATION OF OBJECTIVE

The students in the class do a role-play using vocabulary and phrases learned in this lesson. (The teacher should make it clear that not all the words/phrases have to be used.) This is done with 80% effectiveness.

OVERVIEW

COMPETENCY

S 6.0 Use basic vocabulary to describe the environment or situation.

PREREQUISITE SKILLS/KNOWLEDGE

Simple present tense, imperatives, yes/no questions, wh-questions, prepositions of location, common adjectives (e.g., color, shape, and size)

OBJECTIVES

The student will

S 6.1 Describe human characteristics and personality in simple terms.

S 6.2 Describe objects in the environment in simple terms.

S 6.3 Report an activity or facts about a situation in simple terms.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Describe the length, shape, size and color of an object, a piece of clothing, some food, or a building.
2. Report an emergency situation (e.g., house break-in).
3. Report an activity that occurs with regularity (e.g., going shopping, participating in sports and after-school activities.
4. Describe an individual's physical characteristics or an aspect of his/her personality.

COMPETENCY ASSESSMENT

1. The student describes a picture with a person, an activity, and an object in it. The description should include the person's appearance, the activity going on, and how the object or building looks with 80% accuracy.
2. The student describes a situation that occurred which includes a person, an object, a building (e.g., a robbery) with 80% accuracy.

COMPETENCY

S 6.0 Use basic vocabulary to describe the environment or situation.

OBJECTIVE

S 6.1 Describe human characteristics and personality in simple terms.

INDIVIDUAL ACTIVITIES

The tutor gives the student pictures with different types of people. The student becomes familiar with the terms used to describe body shape, size, hair, eye color as well as personality characteristics (e.g., kind, mean, ugly, beautiful, sad, happy). The student can also use clothing to further describe a person. This could be put onto language master cards for further practice after the tutoring session is completed.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the students describe each other in class.

Put pictures around the room. Choose different students to describe different people in the pictures.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions tenses: simple present, present continuous adjectives: color, shape, size adverbs: very, too nouns: singular/plural, count/noncount	blond, black, brown, red, dark, light, medium, fat, big, thin, small, skinny, blue, green, brown, hazel, long, short, medium length	*A Conversation Book* *Pinch and Ouch* Norman Rockwell pictures or photographs, pictures from a magazine

OBJECTIVE

S 6.1 Describe human characteristics and personality in simple terms *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the student a picture of a person to describe. The student describes the person with 80% effectiveness.

COMPETENCY

S 6.0 Use basic vocabulary to describe the environment or situation.

OBJECTIVE

S 6.2 Describe objects in the environment in simple terms.

INDIVIDUAL ACTIVITIES

The tutor brings realia from any life-skill area for the student to describe. The student gives the color, size, and shape of the object. The tutor can supply any words needed. These objects could be tools, clothing, fruits, vegetables, doll furniture, pictures of rooms with furniture, kitchen utensils, toys for the student's children, etc.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Play a guessing game with the students:
1. Put an object in a bag and give the bag to one of the students.
2. This student can look in the bag and see what the object is.
3. Then the student gives clues about the object (e.g., It is long. It is thin. It is yellow). (The students guess it is a pencil.)

Pair work. Make or find a very simple picture. Give that picture to student A. Give student B a blank sheet of paper. Student A tells student B what to draw (e.g., Draw a big circle. Draw a pencil inside the circle. Draw a small square under the big circle. Color the pencil red, etc.).

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense with "be," and "have" adjectives: color, shape, and size nouns: singular and plural pronouns: subject imperatives	the names of all the common colors names for shapes and sizes They are . . . It is . . .	*Play and Practice* realia: of tools, clothing, utensils, food, doll furniture, etc.

EVALUATION OF OBJECTIVE

The teacher provides objects the student has already described in class. Have each student tell about one of the objects with 80% effectiveness.

COMPETENCY

S 6.0 Use basic vocabulary to describe the environment or situation.

OBJECTIVE

S 6.3 Report an activity or facts about a situation in simple terms.

INDIVIDUAL ACTIVITIES

The tutor shows the student a picture with basic activities going on. The tutor introduces the activities and the student repeats. After the student is familiar with the activities and the picture, s/he describes it alone. Use the present continuous or simple present tense. If the student is more advanced, past tense can also be used.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pantomime an activity for the group. (Different types of job activities are easy to pantomime.) Let the students describe the activity. You can have a student pantomime an activity and record what the students say as they are describing the situation. Different kinds of emergency situations are effective for this.

Cookie-making:

1. Bring a roll of refrigerated cookie mix and a small toaster oven.
2. Introduce the basic vocabulary needed to describe the activity (e.g., wrapper, cookie dough, knife, cookie sheet, oven, grease, temperature, etc.).
3. Make the cookies and let the students describe the activity (e.g., He is cutting off the wrapper. Now s/he is cutting the cookies).
4. For additional reinforcement, from A New Start, give the students pictures of what you did from A New Start.
5. Cut the pictures up before you give them to the students and let them sequence the pictures. At that point they could practice some past tense.
   (If cookies do not work, make a salad instead.)

Bring a videotape to class. Play a small part of the video without the sound. Let the students describe the actions of the characters.

For a civics application, have students act out some famous events and provide simple dialogues. (Many suggestions for this are in *10 Civics Lessons*.)

OBJECTIVE

S 6.3 Report an activity or facts about a situation in simple terms *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past pronouns: subject yes/no questions wh-questions nouns: singular and plural	vocabulary related to various topics: health, work, everyday activities, etc. common verbs: go, do, make, see, look, walk, speak, talk, hold, eat, drink, take, bring, put, open, close, etc.	*Fast Track: English for Adult Learners* *10 Civics Lessons* *A New Start, page 18* *Communication Starters* *Double Action Pictures* *Celebration* *Survival English* *Practical Vocabulary Builder* *Live Action English* *Here to Stay in the U.S.A.*

EVALUATION OF OBJECTIVE

The teacher shows the student a picture of familiar activities. The student describes the activities with 80% accuracy.

OVERVIEW

COMPETENCY

R 1.0 Recognize and read words and symbols on signs and warning labels.

PREREQUISITE SKILLS/KNOWLEDGE

Understand vocabulary related to signs and warning labels; comprehend commands and negative commands; able to tell time and read numbers.

OBJECTIVES

The student will

R 1.1 Extract meaning from words used on signs and labels in the environment.

R 1.2 Correctly interpret symbols commonly used in the environment.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Determine meaning from words used on warning labels for medicines, cleaning agents, appliances, etc.
2. Sight read signs used for traffic and in buildings.
3. Determine meaning from words used on signs in the workplace for the employees.

COMPETENCY ASSESSMENT

1. The student reads a label (medicine, clothing, etc.) with a symbol on it as well as words. The student explains what s/he is advised to do with 80% effectiveness. (The student can also demonstrate if possible what to do.)
2. The student identifies the meaning of symbols and words on traffic signs with 80% accuracy.

COMPETENCY

R 1.0 Recognize and read words and symbols on signs and warning labels.

OBJECTIVE

R 1.1 Extract meaning from words on signs and labels in the environment.

INDIVIDUAL ACTIVITIES

The tutor chooses a label with a warning (e.g., medicine, clothing, appliances, etc.). Select the important words and put them on flash cards. For a medicine label, include the words "take," "every," "hours," "day," "don't," "alcohol," "drowsy," "makes," etc. Put the flash cards together to make a sentence. Let the student read the sentence and show the dosage time by moving the hands on a play clock. Using fruit juice (for liquid medicine) or raisins (for tablets, pills, or capsules), let the student show what the dosage is. Change the words around for a new prescription and let the student read and show the time and dosage again. The words on the flash cards can be recorded on a tape so the student can hear them after the tutoring session.

GROUP ACTIVITIES

Do the individual activity with the group.

Have the students engage in a dialogue which includes a prescription to read. Let that student administer the correct dosage with fruit juice or raisins.

Total Physical Response. Students follow instructions on medication.

Bring common medicines to class for students to identify. Have them find the names of medicines and then identify what they are used for. (For example: Aspirin/headache, body aches--Tylenol/headache, body aches--Rolaids/gas--Pepto Bismol/diarrhea, etc.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
negative commands commands adjectives wh-questions: how much, how many, when, what yes/no questions simple present tense future tense	vocabulary related to various life-skill topics health: prescription, dosage, capsule, pill, every, hours, warning, do not, take, with, dairy products, alcohol, 3X daily, before/after, teaspoon, tablespoon, expiration date, etc.	flash cards of words occurring on medicine labels raisins and fruit juice teaspoon or measuring cup for medicine *A New Start* *HER Project* *Survival English* *Ready? Listen!* (Write the directions instead of saying them.)

OBJECTIVE

R 1.1 Extract meaning from words used on signs and labels in the environment *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with medical prescriptions. Show clock faces along with the prescriptions and pictures of varying dosages. Have the student draw hands on the clock or write the time to indicate dosage times and circle the dosage amount with 80% accuracy.

COMPETENCY

R 1.0 Recognize and read words and symbols on signs and warning labels.

OBJECTIVE

R 1.2 Correctly interpret symbols commonly used in the environment.

INDIVIDUAL ACTIVITIES

Choose signs from the environment to introduce to the student (e.g., "Mr. Yuk", poison, traffic, clothing care label, safety, etc.). The tutor first acts out the meaning, and then has the student do the same when the tutor shows a sign.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Match pictures of activities to warning signs.

Go on a field trip and identify various kinds of signs. Have the students also note the colors of red, yellow, and green for traffic signals. Back in the classroom, have the students classify the various signs they saw on the field trip (e.g., traffic signs, warning signs, directional signs, etc.).

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
commands negative commands tenses: present, present continuous, and future	vocabulary that corresponds to signs introduced. e.g., No smoking! No eating! Poison! Stop! etc.	*Looking at American Signs* *Basic Vocabulary Builder* *Practical Vocabulary Builder* *Speaking up at Work* *English that Works* *A New Start* realia with warning symbols

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet with symbols and corresponding pictures or words. The students match the symbol to the appropriate word or picture with 80% accuracy.

OVERVIEW

COMPETENCY

R 2.0 Recognize most standard sight words on personal information forms (e.g., "name," "address").

PREREQUISITE SKILLS/KNOWLEDGE

Understand the words on a personal information form; recognize numbers and dates.

OBJECTIVE

The student will

R 2.1 Identify words on a personal information form.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Extract information from a personal information form.
2. Extract information from an alien address report, school registration or immigration form, etc.
3. Extract information from a job application form.
4. Extract information from a health form.

COMPETENCY ASSESSMENT

1. The student identifies words related to personal information on a simple form from to any of the life-skill areas with 80% accuracy.
2. The student extracts meaning from vocabulary found on a simple application form yet written in a personal story context with 80% accuracy. (e.g., My name is . . . My city is . . . I come from . . . etc.)

COMPETENCY

R 2.0 Recognize most standard sight words on personal information forms (e.g., "name," "address").

OBJECTIVE

R 2.1 Identify words on a personal information form.

INDIVIDUAL ACTIVITIES

The tutor gives the student a personal information form and asks him/her to identify the words on the form. For example, "Point to name." Make sure to introduce the words before asking the student to identify them. Next have the student read the words aloud. Later the words can be put on flash cards for the student to read. This activity can also be put on language master cards so that the student can practice more after the tutoring session.

GROUP ACTIVITIES

Give the students cards with sight words from personal information form vocabulary. The cards should have NAME (FIRST, LAST), ADDRESS, etc. on them. Say the words and have the students identify them by holding up the correct card.

On the blackboard, scramble the words found on a personal information form. For example, "amne" for "name", etc. Let the students unscramble the words. Select one student to come up and write the word correctly on the board. Let the other students in class help by calling out the correct spelling if the student needs assistance. This is an effective way for the students to practice saying the letters of the alphabet clearly and correctly.

If you have access to a computer with a crossword or word search program, make a puzzle based on words from a personal information form.

Give the students a worksheet with personal information on one side and sight words on the other. Let the students match items from the two columns. For example:

Column A	Column B
1. Name	a. 2334 17th Ave. W.
2. City	b. Johnson
3. Last Name	c. Henry
4. Address	d. Renton

OBJECTIVE

R 2.1 Identify words on a personal information form *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions tenses: simple present, past nouns: singular and plural prepositions: from, to, in, on, at	My address/city/zip code/name/ telephone number is . . . date, social security number, alien registration number I/we/you/he/she/come(s) from . . . My last/first name is . . . I/we/he/she/you/they came from . . . I was a . . . in my country.	*Fast Track: English for Adult Learners* *Personal Stories* *Starting to Read* *A New Start* *HER Project* *Survival English* *In Print* *English for Adult Competency* *First Steps in Reading and Writing* *Here to Stay in the U.S.A.* worksheet with matching a and b columns flash cards with personal information words written on them personal information forms for student to read

EVALUATION OF OBJECTIVE

The teacher gives the student a personal information form. The student sight reads aloud the words related to personal information with 80% accuracy.

SKILLS EXPANSION

Give the students pages to make an address book. Have them interview each other and fill out the information. Names, telephone numbers, and addresses would be sufficient. If a student is reluctant to provide this information, show how to draw a line to indicate that this information is not available. This activity can also be combined with alphabetizing skills. The students can alphabetize the names on the board first and then put them in the book.

OVERVIEW

COMPETENCY

R 3.0 Read and understand times and dates, including clock time.

PREREQUISITE SKILLS/KNOWLEDGE

Numbers (both ordinal and cardinal), counting by 5's and 10's, the names of the months of the year and the days of the week.

OBJECTIVES

The student will

R 3.1 Tell time using a clock face and a digital readout.
R 3.2 Read dates.
R 3.3 Extract information from timetables.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Read the date and time written on an appointment card from the doctor, dentist, welfare worker, school official, etc.
2. Read the calendar or an appointment book to plan or record a business appointment or a social engagement.
3. Read the clock and calendar to give someone the date and time when asked.
4. Read a schedule for the bus, train, or plane.

COMPETENCY ASSESSMENT

1. The student reads an appointment card from the teacher and shows the time on the clock and the date on a calendar with 80% accuracy.
2. The student correctly interprets when and at what time an event is being held (e.g., meetings, appointments) and shows this by circling the correct date and showing the correct time on a clock with 80% accuracy.

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COMPETENCY

R 3.0 Read and understand times and dates, including clock time.

OBJECTIVE

R 3.1 Tell time using a clock face and a digital readout.

INDIVIDUAL ACTIVITIES

The tutor shows the student a clock and teaches the times: "one o'clock," "two o'clock," etc. When the student becomes more proficient, show him/her the half-hour times, the quarter-hour times, working down to the minutes. Introduce vocabulary such as "half past," "quarter to," and "quarter after," "til," etc. Write digital times for the student to read.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students worksheets with clocks. Have them read the times on the clocks. This activity should include various forms of telling time.

Give the students worksheets with digital time. Have them read the time.

Play clock Bingo with the students.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
verbs: simple present prepositions: at, in, on wh-questions yes/no questions	one, two, three . . . o'clock one, two, three . . . thirty half past, quarter to, quarter after, 'til, 10 after, 15 after, 20 after, 20 to . . . etc. digital times--It's one forty, etc. on time, in time, late, early	*Fast Track: English for Adult Learners* *A New Start* *Basic Vocabulary Builder* *Entry to English,* book 3, pp. 59-75 clocks digital clocks worksheet pages with clocks worksheet pages with digital time

EVALUATION OF OBJECTIVE

The teacher writes the time on the board and the students set their clocks and read the time with 80% accuracy.

COMPETENCY

R 3.0 Read and understand times and dates, including clock time.

OBJECTIVE

R 3.2 Read dates.

INDIVIDUAL ACTIVITIES

The tutor introduces the days of the week and the months of the year using a calendar. The student first reads the words and then the abbreviations. Give the student a written activity to match the abbreviation to the word. Finally, associate the months with the numbers and then read a date, e.g., 4/21/88. The months and days of the week can be put on language master cards so that the student can practice after the tutoring session.

GROUP ACTIVITIES

Give each student a flash card with a month written on it. Let them read the months and then stand in the correct order.

Give students flash cards with the months written on them and also the numbers. Have the students match the months to the numbers.

Using a calendar, have the students read the names of the months and the days. Have them identify the days with numbers (e.g., "Find Friday the 12th." "Circle Tuesday the 8th." "Put an x on Monday the 3rd." etc.).

For a civics application, have students read famous dates. Match the famous date to the event.

Have the students read the dates using numbers.

Have the students read their own and other classmates' birthdays. This could also be an appropriate time to introduce the popular American holidays. Have the students circle the holidays on calendars and give them a little information about the holiday. If you have a computer program that makes calendars, make your students a calendar and use symbols for the holidays to decorate it. They can also share important holidays in their own countries with the class and note these days on the calendar. Write the dates on the board for the students to practice reading.

OBJECTIVE

R 3.2 Read dates *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, past, future wh-questions yes/no questions prepositions	names of months and abbreviations names of the days of the week The date today is . . . Today is the . . . of . . . It's (month) (date) My appointment is on . . . I came to the U.S. in . . . Yesterday was . . . Tomorrow is . . .	*Fast Track: English for Adult Learners* *10 Civics Lessons* *English for a Changing World*, cue books 1 and poster *A New Start* *A Conversation Book* *Basic Vocabulary Builder* *Entry to English, pp. 43-56* *Starting to Read* *Here to Stay in the U.S.A.* *Printmaster Plus* program for IBM computers to make calendars with appropriate matching symbols for holidays flash cards with numbers flash cards with months calendars worksheet matching abbreviations to words flash cards with dates holiday information

EVALUATION OF OBJECTIVE

The teacher shows the students flash cards with dates. The students read the cards with 80% accuracy.

SKILLS EXPANSION

Reading. Do some language experience stories about the various holidays celebrated by the students. Write some of your own about American holidays. Let the students read the stories. Try to provide some pictures. These stories can also be put onto tape so the students can listen and read their own stories by themselves. Holidays like Thanksgiving and the Fourth of July lend themselves nicely to work on citizenship with the students. Use *Printshop* (or other banner-making software) to make banners for each holiday. Hang the banners on a bulletin board.

COMPETENCY

R 3.0 Read and understand times and dates, including clock time.

OBJECTIVE

R 3.3 Extract information from timetables.

INDIVIDUAL ACTIVITIES

The tutor brings in some timetables from the bus, train, or airplane. Use simplified schedules if they are available. Read the arrival and departure times with the student. Then have the student read some arrival and departure times.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the students perform a dialog in which one of them has to read a timetable in order to give the other one some information.

Make a large timetable on a big sheet of paper, one that would be similar to the arrival and departure times listed on the boards in the bus, train depot or airport. Have the students read for information on arrival and departure times. Role-play with them and get them to read the information to give to you. One of the students could be the passenger and the other a reservation clerk, etc.

Take a field trip and have the students read the schedule to find out about the times to get to a designated place and to return.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, past, future prepositions: to, from, on, in, at adverbs: now, later, soon, next, yesterday, tomorrow, too late, too early	leave from, arrive at transfer ticket all day pass monthly pass peak/off-peak 1 zone bus, train station, depot airport reservations round trip, one-way gate	*Fast Track: English for Adult Learners* timetables large newsprint paper to make an arrival and departure schedule for the role-play field trip ideas

OBJECTIVE

R 3.3 Extract information from timetables *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the student a timetable. The student reads arrival and departure times to answer the teacher's questions (either oral or on paper). This is completed with 80% accuracy.

NOTE

If this competency is being taught in an area where bus service is not used by the student, choose another type of timetable to read. Classes offered by the school in the school catalog, the timetable for lower rates in the telephone book, or any other appropriate timetable could be substituted.

OVERVIEW

COMPETENCY

R 4.0 Read simple statements.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of the alphabet and the basic sound-symbol correspondence of English.

OBJECTIVES

The student will

R 4.1 Apply basic phonetic rules to sound out very simple words.

R 4.2 Sight read simple sentences with familiar vocabulary using context clues and sound/symbol relationships.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Sight read words that occur on road signs or in/on buildings in the student's immediate environment.
2. Sight read sentences used in the classroom.
3. Sight read sentences on notes or written materials in the workplace.
4. Use word attack skills to sound out unfamiliar words that occur in the environment (e.g., shopping, doctor's office, pharmacy, bank, etc.).

COMPETENCY ASSESSMENT

1. The student reads a note (e.g., from the teacher about the student's child, a note from an employer, a note from a friend, etc.) that uses familiar sight-word vocabulary as well as a few unfamiliar words which can be figured out by using word attack skills. This is done with 80% accuracy.
2. The student reads written classroom materials that combine both the sight-word vocabulary and some words that require the application of word attack skills with 80% accuracy.

COMPETENCY

R 4.0 Read simple statements.

OBJECTIVE

R 4.1 Apply basic phonetic rules to sound out very simple words.

INDIVIDUAL ACTIVITIES

The tutor compiles a list of the various sound-symbol correspondence covered at this level (check Listening/Observing Competency #2). With each sound that is introduced, a picture(s) should be shown to the student. Later when s/he is reading and forgets the sound, the pictures can be used to help remember the word and then recall the sound. At this level, consonant clusters, digraphs, long vowels, and diphthongs are covered. Introduce only one sound a day, with a lot of picture examples. After the student becomes familiar with the sound, provide words to read with the sound. Let the student use his/her own knowledge to sound out the word. If possible, try to have the students sound out words that have meaning to them since it is almost pointless at this level to have the student sound out meaningless words. These words along with the pictures can be put onto a language master machine. Building up a collection of language master cards would be excellent review for the student. Make sure the consonant cluster/digraph sounds are in the initial, medial and final positions.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Put pictures of the various sounds being studied around the room. Make labels for the pictures, but do not put the labels on the pictures. As the students enter the room, give each one of them a label. Have them label the pictures. As late students arrive, have those students check to see if the labels are correct. For example, you could have pictures of a clock, some clothes, etc. Include words with similar-sounding clusters, long vowels, digraphs, and diphthongs when students have had considerable practice.

Play consonant cluster bingo/digraph bingo. Play long and short vowel bingo. Give the students their own bingo grids to fill out. Write a word list on the board and have each student write his/her own word selections on the bingo grid. Have them exchange their bingo grids with each other so they can have a new arrangement of words after they have played a few times.

OBJECTIVE

R 4.1 Apply basic phonetic rules to sound out very simple words *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
	words introduced in class that correspond to the sounds used	*10 Civics Lessons* *A Handbook for ESL Literacy* *Teaching Reading to Non-English Speakers* *Primary Phonetics* *Initial Consonant Clusters: Sounds Easy* *Final Consonant Clusters: Sounds Easy* *Sounds Easy* *Survival Pronunciation* *English Sounds and Spelling* pictures of all the sounds covered labels with words corresponding to the pictures introduced blank bingo grids a word list of target words for the bingo game

EVALUATION OF OBJECTIVE

The teacher gives the students a page of words with long vowels, consonant clusters/digraphs or diphthongs. The student sounds them out with 80% accuracy.

COMPETENCY

R 4.0 Read simple statements.

OBJECTIVE

R 4.2 Sight read simple sentences with familiar vocabulary using context clues and sound/symbol relationships.

INDIVIDUAL ACTIVITIES

The tutor writes a language experience story with the student. This can be based on personal experience or use a sequence of pictures from a book such as *Action English Pictures*. Let the student read his/her own words. Put the material onto tape and let the student have further practice listening to the story while reading.

GROUP ACTIVITIES

Do a group language experience story. Using a sequence of pictures from a book such as *Action English Pictures*. Let the group make up their own story. Help them with vocabulary when needed. Write the story and give it to the students. Let them read it alone and to each other in pairs.

Cut up one of the language experience stories which is based on a pictured sequence of events. Let the students look at the pictures. Give them a set of the cut-up sentences and have them match the sentences to the pictures and ask them to reestablish sequence. (Make sure you cut up the sentences. This is tedious, but when finished, it gives the students more flexibility in moving the sentence strips around.)

Write words that would make a sentence on flash cards. Give each pair of students a set of flash cards. Let them rearrange the words to make a correct sentence. Be sure to put in the period, and the capital on the first word in the sentence. After they make the sentence, have them read it back to you. Then give them a new set of sentences.

If a computer with a wordfind or crossword puzzle maker is available, make crossword puzzles. For the clues, write sentences with words missing. Have students find the missing words from a vocabulary list included on the page. The wordfind puzzles are also beneficial for simple word recognition activities.

Write a group of words that could be used to make several sentences randomly on the blackboard. Choose students to come up to the board and point to the words that would make a sentence. Have a student in the audience read the sentence.

Give the students a lot of opportunities to sight read anything they can. When they come into the classroom, give them a note with a simple message to read. They will work hard trying to figure out what the message is; e.g., Today is Lao New Year. Happy New Year! Let them read dialogs. Make language experience stories from any source you can. Keep directing their attention to literacy activities. Give them material which is meaning-getting, but simple enough for them to feel successful in their reading.

OBJECTIVE

R 4.2 Sight read simple sentences with familiar vocabulary using context clues and sound/symbol relationships *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, future, present continuous, past wh-questions yes/no questions nouns: count/noncount adjectives adverbs all subject pronouns pronouns: possessive, demonstrative	any vocabulary learned in class from stories; words related to school, work, or the student's surroundings	*10 Civics Lessons* *A Handbook for ESL Literacy* *Language Experience Approach to Reading and Writing* *From the Classroom to the Workplace: Teaching ESL to Adults* *Teaching Reading to Non-English Speakers* *Readings on English as a Second Language* *HER Project* *Entry to English* *English for a Changing World* *Survival English* *First Steps in Reading and Writing* *In Print* *Starting to Read* *Personal Stories* *Tales from the Homeland* *Action English Pictures*

EVALUATION OF OBJECTIVE

The teacher gives the student a story to read. The student reads it with 80% accuracy.

NOTES

Teaching reading is a very complex process made even more difficult by the fact that the students are learning to read for the first time in their second language or learning to read in a Roman alphabet for the first time. There are no shortcuts; it takes time. Successful approaches combine sight reading with word attack skills from phonics. Putting words on flash cards and mixing them up will help avoid word calling by students with extremely good sight memories. Phonics should be limited to word attack skills. For example, it is important for the student to learn the sound of /b/ so s/he can sound out an unfamiliar word with /b/ in it. If the student does not have this background, s/he often gets frustrated. Teach anything which does not conform to the phonics rules as sight words. Work to have the students read smoothly; make sure everything they read is meaning-getting. This is why language experience stories are so valuable at this level; students will forget words that have no meaning.

OVERVIEW

COMPETENCY

R 5.0 Recognize and understand alphabetical and numerical order.

PREREQUISITE SKILLS/KNOWLEDGE

Knows the names of letters of the alphabet and can count.

OBJECTIVES

The student will

R 5.1 Sort items according to alphabetical order.
R 5.2 Sort items according to numerical order.
R 5.3 Sort items according to alphanumeric order.
R 5.4 Locate a word, number, or item in a sequence.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Find rooms in a building (school, work, etc.) using knowledge of numerical order.
2. Find apartments or houses using knowledge of alphabetical or numerical sequence.
3. Find a name in a list of alphabetized names (e.g., directory, telephone book, etc.).
4. Sort parts in a job situation according to alphanumerical sequence.
5. Arrange the names of the U.S. presidents and names of the states in alphabetical order.
6. Order the amendments of the Constitution, the dates of the presidential terms, the dates of statehood.

COMPETENCY ASSESSMENT

1. The student arranges a list of names or items based on alphabetical or alphanumeric sequence. This is done with 80% accuracy.
2. The student finds an apartment, room, name, or part based on knowledge of alphabetical, numerical, or alphanumeric sequence with 80% accuracy.

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COMPETENCY

R 5.0 Recognize and understand alphabetical and numerical order.

OBJECTIVE

R 5.1 Sort items according to alphabetical order.

INDIVIDUAL ACTIVITIES

Working with the tutor, the student arranges a list of names (e.g., the presidents or the states) in alphabetical order according to last name. Make the list easy the first several times so that the student does not have to immediately deal with names beginning with the same letter. (This can come later when alphabetical sequence is securely established.) After the tutoring session, the student can match the first letters of the names with letters of the alphabet already in sequence.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the students make a line and let them order themselves according to alphabetical sequence.

Give the students flash cards with words written on them. In pairs, let the students arrange the pile in alphabetical order.

As a useful citizenship activity, let the students alphabetize the U.S. states or the capitals. Make sure they know what to do when there are words that begin with the same letter. It is also best to have them alphabetize first the names of the states they are familiar with and can identify easily.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense prepositions: after, before, next to wh-questions yes/no questions	sequence, order, put . . . in order, alphabetical	*10 Civics Lessons* *A Handbook for Citizenship* alphabet flash cards words written on flash cards to alphabetize states or capitals written on flash cards

OBJECTIVE

R 5.1 Sort items according to alphabetical order *(continued)*.

EVALUATION OF OBJECTIVE

Give the students envelopes with names and addresses on them. The students will sequence the envelopes with 80% accuracy. (Make sure the students are familiar with the names they are sequencing so they can identify the order properly. Names of the students in the class would be fine.)

COMPETENCY

R 5.0 Recognize and understand alphabetical and numerical order.

OBJECTIVE

R 5.2 Sort items according to numerical order.

INDIVIDUAL ACTIVITIES

The tutor introduces cardinal numbers using numbers on flash cards (e.g., one, two, three, etc.). Later, ordinal sequence is introduced. Using TPR say "Put the paper on the table first. Second the book. Third the notebook. Fourth the pencil, etc." Finally ask questions about the sequence. "What is first?" "Second?" etc. For citizenship practice, have the student arrange the presidents in order. (e.g., Washington is the first president, etc.). With a calendar, you can have the student circle the first Monday in the month. Put an x on the second Tuesday, etc.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students in the classroom cards with numbers. The numbers should show numerical order of some kind. Let the students line up according to numerical order. (They could also line up according to age or height if they want to.)

Go on a field trip to a building with many offices. Let the students follow the numeric sequencing of the rooms in the building.

Give the students cards with addresses. Let them sequence the cards according to the street numbers. (This activity will also allow them to practice the ordinal numbers.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: how many simple present tense with "have" pronouns: subject ordinal and cardinal numbers	How many . . . do you have? first, second, third . . .	number flash cards a number directory cards with addresses

EVALUATION OF OBJECTIVE

The teacher gives the students objects to put into numerical order. They should be able to do this with 80% accuracy.

COMPETENCY

R 5.0 Recognize and understand alphabetical and numerical order.

OBJECTIVE

R 5.3 Sort items according to alphanumeric order.

INDIVIDUAL ACTIVITIES

The tutor gives the student some items marked with letters and numbers. Put the same letters and numbers on some boxes. Have the student match the items to the boxes. Take the boxes out of order. Have the student put them back in the correct order.

GROUP ACTIVITIES

Do the individual activity with the entire group.
(Use telephone books and give group directions to find specific names or businesses.

Go on a field trip to a hardware store or other store that would have items alphanumerically sequenced. Give the students a check list of items to find.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense prepositions: after, next to, before adverbs: here, there negatives	It doesn't go here. It goes over there.	*Speaking Up at Work* alphanumeric items alphanumeric boxes checklist for field trip activity

EVALUATION OF OBJECTIVE

The teacher gives the students slips of paper to order alphanumerically with 80% accuracy.

COMPETENCY

R 5.0 Recognize and understand alphabetical and numerical order.

OBJECTIVE

R 5.4 Locate a word, number, or item in a sequence.

INDIVIDUAL ACTIVITIES

The tutor enlarges a page from the telephone book and asks the student to find a specific name. (Looking at the entire directory is also useful. The students can find where the A's begin, and the B's, etc.). For numerical sequence, a map guide of the street numbers would be useful for the student. For an item, xerox a page of different types of parts with the corresponding alphanumeric sequence, and have the student locate the designated part. After the tutoring session the student can look up further names and addresses using a checklist provided by the tutor.

GROUP ACTIVITIES

Do the individual basic activities with the entire group.

Have the students collect examples of different kinds of sequences they find in their own environment (e.g., ads in the newspaper, tables in books, numbers on books in the library, etc.).

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense prepositions: after, before, next to wh-questions yes/no questions negatives	any words needed to complete the proper sequence numbers letters of the alphabet	telephone books map guide of streets copy of a parts page with alphanumeric symbols

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with an alphabetical sequence, a numerical sequence, and an alphanumeric sequence on it. On the blackboard, list the words, numbers, or items they will have to find in the sequences on their worksheets. They should underline or circle the targeted word, number, or item. This is done with 80% accuracy.

OVERVIEW

COMPETENCY

R 6.0 Read common abbreviations (e.g., names, general terms, measurements of weight, volume, length, width, height, and distance).

PREREQUISITE SKILLS/KNOWLEDGE

Understand the American measurement system, and fractions of 1/4, 1/2, 1/8.

OBJECTIVES

The student will

R 6.1 Identify abbreviations and their corresponding long forms in the American measurement system.
R 6.2 Identify common abbreviations for names, general terms, days, months, and postal terms.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify the abbreviations for measurements of weight and volume used in a newspaper advertisement.
2. Identify the abbreviations for measurements of weight and volume while shopping (e.g., groceries).
3. Identify the abbreviations for measurements on personal identification forms and cards (e.g., driver's license, etc.).
4. Identify the abbreviations for length and width when dealing with room/house sizes (for insurance purposes, floor plans, buying carpets, etc.).
5. Identify the abbreviations for measurements used in recipes.
6. Identify abbreviations for state names, months and days, and other general terms (e.g., copyright, et cetera, English, example, etc.), especially as these terms apply to citizenship.

COMPETENCY ASSESSMENT

1. The student identifies the abbreviations of weight, volume, length, width and height as they appear on forms, other documents, advertisements, or plans with 80% accuracy.
2. The student matches abbreviations of weight, volume, length, and height to their long forms with 80% accuracy.
3. The student matches abbreviations of state names or other common terms to their long forms with 80% accuracy.

COMPETENCY

R 6.0 Read common abbreviations (e.g., names, general terms, measurements of weight, volume, length, width, height, and distance).

OBJECTIVE

R 6.1 Identify abbreviations and their corresponding long forms in the American measurement system.

INDIVIDUAL ACTIVITIES

The tutor brings in realia (food containers, measuring cups, drawings of floor plans, forms, etc.). Give the student a checklist of abbreviations to find. The tutor then goes down the checklist with the student and identifies each abbreviation. The student repeats. (These measurements should include metric when they are listed on the container.) This activity can be put onto language master cards for further work after the tutoring session. (The abbreviations can be written on the cards and the corresponding word read onto the tape.)

GROUP ACTIVITIES

Do the individual activity with the entire group.

Write the long forms of the words for weight, volume, length, width, and height on the board with the abbreviations. Let the students match the words to the abbreviation.

Take the students on a field trip to a store. Let them write down or check off the abbreviations they see. (Simulate a store situation in the classroom if a field trip is not possible.)

Let the students follow a simple recipe that has abbreviations in the directions. Write the recipe on the board. Have the students circle the abbreviations and then show the proper measurements with the teaspoon, tablespoon, cup, 1/2 cup, quart, etc. (These words are written in long form on the utensils so the students are actually matching the abbreviation to the word.) Make sure they read the measurement word on the utensil.

Write abbreviations of weight, volume, length, width, and height on flash cards and the long form on others. Give one flash card to each student. Allow them to stand up and find their partner by matching the abbreviated form to the long form.

OBJECTIVE

R 6.1 Identify abbreviations and their corresponding long forms in the American measurement system *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense nouns: count, noncount yes/no questions wh-questions	foot, feet, high, tall, short heavy, ounces, pounds wide, long inches, yards cup, 1/2 cup, teaspoon, tablespoon gram, liter, kilogram "x" meaning "by" e.g., "The room measures 8' x 9' " meter, kilometer, decimeter miles	*A New Start* *Survival English* *English for Adult Competency* *A Conversation Book* *A Writing Book English in Everyday Life* a checklist of abbreviations realia with abbreviations (containers, floor plans, forms, etc.) flash cards with abbreviations and their corresponding long forms

EVALUATION OF OBJECTIVE

The teacher provides a worksheet with abbreviations on one side and the long forms on the other. The student matches the forms with 80% accuracy.

COMPETENCY

R 6.0 Read common abbreviations (e.g., names, general terms, measurements of weight, volume, length, width, height, and distance).

OBJECTIVE

R 6.2 Identify common abbreviations for names, general terms, days, months, and postal terms.

INDIVIDUAL ACTIVITIES

The tutor gives the student a map of the U.S. with the state names and their abbreviations. When the student becomes familiar with the abbreviations, have the student match index cards with the abbreviations to a map with only the state names. Give the student other common abbreviations to learn (e.g., Eng., ex., etc.). A good list can be found in *ESL Miscellany*.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pair work. Have student A give a state name. Have student B identify the abbreviation from a list.

Have the students collect abbreviations and bring them to class. Write the abbreviations and their long forms on poster board and hang it up.

Have the students identify the abbreviations on a calendar and match them to their long forms.

OBJECTIVE

R 6.2 Identify common abbreviations for names, general terms, days, months, and postal terms *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense nouns: count, noncount yes/no questions wh-questions	abbreviations of state names, months, days b. (born) ch., chap. (chapter) dept. (department) Eng. (English) ESL (English as a Second Language) etc. (et cetera) ex. or e.g., (example) Jr. (junior) Sr. (senior) lang. (language) no. (number) pp. (pages) st. (street) ave. (avenue)	*Fast Track: English for Adult Learners* *10 Civics Lessons* *ESL Miscellany*, pp. 245-249 *A Handbook for Citizenship* U.S. maps a list of abbreviations calendars with abbreviations for months and days

EVALUATION OF OBJECTIVE

The teacher gives the students a list of abbreviations. The students match the abbreviations to the long form with 80% accuracy.

OVERVIEW

COMPETENCY

W 1.0 Complete personal information and other simple forms (e.g., money orders, applications, and time cards).

PREREQUISITE SKILLS/KNOWLEDGE

Understanding of vocabulary items on forms; ability to print or write neatly.

OBJECTIVES

The student will

W 1.1 Fill out a form accurately and neatly.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Fill out forms when applying for a job.
2. Fill out personal information forms.
3. Fill out forms for insurance, credit, or bank accounts, with help if necessary.
4. Fill out forms needed on the job.
5. Fill out accident report form, or form for obtaining a driver's license, with help if necessary.
6. Fill out money orders or checks.
7. Fill out immigration and citizenship forms, with help if necessary.

COMPETENCY ASSESSMENT

1. The student fills out a form pertaining to any life-skill area with 80% accuracy, and recognizable penmanship.
2. The student fills out the school registration form with 80% accuracy.

COMPETENCY

W 1.0 Complete personal information and other simple forms (e.g., money orders, applications, and time cards).

OBJECTIVE

W 1.1 Fill out a form accurately and neatly.

INDIVIDUAL ACTIVITIES

The tutor gives the student an array of forms to fill out. Make sure the student does no more than one form a day as practice, and make sure the student is comfortable filling out one particular form before introducing another. Forms are also best introduced with various topic areas. When going to the bank is being studied, have the student work on filling out checks and money orders. If citizenship is being studied, have the student work on citizenship applications. Once the student has had instruction on how to fill out forms, s/he can practice alone. Include work with synonymous terms (e.g., home/residence, wage/salary, race/ethnic background, etc.).

GROUP ACTIVITIES

Do the individual activity with the entire group.

Make an overhead transparency of a form. Fill out the form while the students watch. Then have them fill out their own forms. Erase the information on the overhead transparency. Choose a student to come up and fill out the form while the rest of the class watches.

Use the overhead transparency to point out student errors. Don't use anyone's name specifically, but reproduce the types of errors found on the students' papers. Let the students find the errors and correct them.

If the students are having trouble writing, have them trace the letters and then copy the word. This might be especially necessary for beginning writers.

OBJECTIVE

W 1.1 Fill out a form accurately and neatly *(continued).*

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense wh-questions: where, what yes/no questions prepositions: on, above, in	check the box, put an x on the . . . male, female social security number, alien registration number name, first, last middle address, city, state, zip code, country telephone number abbreviations for height , weight eye color, hair color date and date of birth signature	*Fast Track: English for Adult Learners* *Starting to Read* *Filling out Forms* *A Writing Book* *A New Start* *Here to Stay in the U.S.A.* *Survival English* *First Steps in Reading and Writing* *In Print* overhead projector transparency forms from a variety of life-skill areas and employment

EVALUATION OF OBJECTIVE

The teacher gives the students a form to complete. This is done with 80% accuracy.

CULTURAL ORIENTATION

Names are viewed differently in different cultures. Students from some countries of the world have trouble differentiating between their first and last names. Many are more familiar with the term "family name" than "last name." Also, some cultures have more names than Americans do while other cultures only have two names with no middle name. Sometimes the date of birth is also a problem. In a few cases, a birthday is simply assigned by immigration if no records were kept. The birth year is not always accurate since in some countries it is insignificant.

OVERVIEW

COMPETENCY

W 2.0 Print and write upper/lower case letters and numbers so that they are recognizable.

PREREQUISITE SKILLS/KNOWLEDGE

The alphabet, numbers, how to hold a pencil, top and bottom of page, left to right progression, prepositions indicating directions (of, below, on, etc.).

OBJECTIVES

The student will

W 2.1 Write upper and lower case letters in cursive.
W 2.2 Write numbers legibly.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write a check and complete a money order.
2. Sign a social security card or other official document.
3. Copy information in the classroom.
4. Write time information concerning appointments, etc.
5. Copy money amounts using numbers.

COMPETENCY ASSESSMENT

1. The student writes a check correctly. This includes both the signature, the money amount written in cursive and in numbers with 80% accuracy.
2. The student copies teacher-generated material neatly and correctly with 80% accuracy.

NOTE

The point of this competency is not to have the students use cursive on a regular basis if it is beyond their capabilities, but to use cursive to sign their names on legal documents and to recognize the letters in cursive.

v 1.0

COMPETENCY

W 2.0 Print and write upper/lower case letters and numbers so that they are recognizable.

OBJECTIVE

W 2.1 Write upper and lower case letters in cursive.

INDIVIDUAL ACTIVITIES

The tutor introduces three cursive letters a day. The students often think cursive is very difficult so it's best to do a little at a time. Copy the cursive letters correctly onto paper that is specially lined to show the correct height for upper and lower case letters. Let the student watch you form the letter and then have him/her form the letter. After the student is comfortable making the three letters separately, have him/her join them together. If the student has a lot of trouble forming the letters, let him/her trace them for awhile until the strokes are correct. Insist that the student write clearly. It will look awkward at first, but should improve little by little. It is easiest to introduce lower case and then upper case. When upper and lower case are written, make sure the students keep the size proportional.

GROUP ACTIVITIES

Do the individual activity with the entire group. Collect the papers at the end of the period and give the students feedback. This will tend to let them know that writing clearly is a serious matter.

Using a music staff liner, line the board. Have the students come up and write the letters on the board. Observe the strokes they are using. Correct any problems that occur.

Have the students match cards of upper and lower case letters and then copy them.

Give the students a worksheet with upper and lower case letters for the students to match. Have the students copy the letters.

Give the student the upper case letters and have them write the corresponding lower case.

Have the students practice writing their own names in cursive using upper and lower case letters properly. Have them also practice writing number amounts in preparation for writing checks.

OBJECTIVE

W 2.1 Write upper and lower case letters in cursive *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
commands adjectives: descriptive adverbs: too + adjective wh-questions yes/no questions simple statements	letters, upper case, capital, small letter, lower case print, cursive, copy, write too big, too small taller, longer, bigger same, different	*Fast Track: English for Adult Learners* *A Writing Book: English in Everyday Life* *First Steps in Reading and Writing* make or buy specially-lined paper music staff liner a worksheet that matches upper case to lower case letters in cursive flash cards to match upper to lower case cursive letters worksheet with upper case letters and a space for the students to write the corresponding lower case letter

EVALUATION OF OBJECTIVE

Students write the alphabet upper/lower case letters in cursive with 80% accuracy.

CULTURAL ORIENTATION

Make sure the students understand that the size of the letters is important (i.e., the capitals are larger relative to the smaller letters). Sometimes students do not understand that the letters written on the blackboard are the same letters or words that are written on their worksheets. Make sure they compare the two so that they will begin to see that the letters are the same. Picture yourself learning a non-Roman alphabet and the difficulty you might have with the size and various loops of the letters or characters.

v 1.0

COMPETENCY

W 2.0 Print and write upper/lower case letters and numbers so that they are recognizable.

OBJECTIVE

W 2.2 Write numbers legibly.

INDIVIDUAL ACTIVITIES

The tutor gives the student a page with numbers. Have the student trace and then copy the numbers. Finally give the student a paper and let the student write the numbers by him/herself.

GROUP ACTIVITIES

Do the individual activity with the entire group.

When the group becomes familiar with writing single numbers, have the students write numbers with more than one digit.

Dictate numbers for the students to write.

Have the students practice writing the numbers in a column to prepare them for mathematical operations.

Have the students practice writing letters and numbers together as they would on various forms with dates, addresses, checks, money orders, etc.

Have the students ask about their classmates' birth dates and record them correctly.

Have the students practice writing times and money amounts.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions adjectives: descriptive adverbs: too + adjective simple statements	number, digit too big, too small longer, smaller separate the numbers line the numbers up dash	*Fast Track: English for Adult Learners* *A Writing Book: English in Everyday Life* *In Print* worksheet with numbers written on it for the students to copy and then write worksheet showing the students how to line up the numbers in a column

OBJECTIVE

W 2.2 Write numbers legibly *(continued)*.

EVALUATION OF OBJECTIVE

The teacher dictates numbers and the students write the numbers legibly 80% of the time. These numbers should be a mix of digits, street numbers, telephone numbers, and time and money amounts.

OVERVIEW

COMPETENCY

W 3.0 Write simple statements.

PREREQUISITE SKILLS/KNOWLEDGE

How to form the letters and numbers in print and/or cursive, read the information being written.

OBJECTIVE

The student will

W 3.1 Write simple statements.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write a note to a supervisor about a job-related problem or absence.
2. Write a note to the teacher concerning the student's or his/her child's absence.
3. Copy classroom-generated material.
4. Copy information from job announcements, appointment information, etc.
5. Write a simple request or offer.

COMPETENCY ASSESSMENT

1. The student writes a note to explain an absence or some type of problem on the job (e.g., something breaks or is not working properly) with 80% accuracy.
2. The student writes a simple request or offer with 80% accuracy. (This could be generated from a class role-play situation.)

COMPETENCY

W 3.0 Write simple statements.

OBJECTIVE

W 3.1 Write simple statements.

INDIVIDUAL ACTIVITIES

The tutor introduces some guided writing materials from a book such as *A Writing Book: English in Everyday Life* or *First Steps in Reading and Writing*. First have the student copy the material. Make sure the student only copies what s/he can read. Next give the student an opportunity to write something on his/her own, with some assistance. Accept what is written without criticizing the grammar or spelling. Let the student read what s/he has written.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Introduce a topic that would require a written note. Have the students write a note using a guided writing activity and then have them role-play presenting the note.

Give the students very simple dictations or have them give each other dictations for pair work.

When the students are writing, make a word list of the difficult words on the board for them to use as a reference.

Give the students pictures with familiar vocabulary. (Pictures they have been using to stimulate language experience stories would be ideal.) Let them write a few lines about the picture. Share the writings with the class. Give them more recognition by having the writings typed and put into a class publication.

OBJECTIVE

W 3.1 Write simple statements *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions wh-questions statements in the present, past, and future tenses nouns: singular and plural adjectives pronouns: subject, object, possessive	sentence capital letter, period, question mark vocabulary from any topic the students are studying	*10 Civics Lessons* *A Writing Book: English in Everyday Life* *Starting to Read* *Personal Stories* *Here to Stay in the U.S.A.* *First Steps in Reading and Writing* pictures, especially familiar ones used with language experience stories

EVALUATION OF OBJECTIVE

The teacher gives the students a guided writing activity to complete with 80% accuracy. (The activity can come from one of the books listed above or a similar source.)

NOTE

Students are afraid to write as a rule. They generally like to copy, but writing is quite challenging. Offer them many guided writing activities so they gain confidence in writing. If you write part of the sentence and let them complete it as they wish, this gives them some guidelines to follow. Accept what they write without criticism; they don't need to feel discouragement at this early stage. Let them use word lists and notes when they need to. Providing time for writing lets them know it's important - - they will learn to read by reading and they will learn to write by writing.

OVERVIEW

COMPETENCY

C 1.0 Recognize the value of basic currency and coins, and make change.

PREREQUISITE SKILLS/KNOWLEDGE

Number recognition and the ability to count by 1's, 5's, and 10's; the names of coins; ability to add and subtract

OBJECTIVES

The student will

C 1.1 Count currency and coins.
C 1.2 Make change correctly.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Pay for food or clothing.
2. Pay for housing and other essential items.
3. Check the change returned after purchasing something.

COMPETENCY ASSESSMENT

1. The student buys an item, gives money to the cashier, and then checks the change (if any). This is done with 80% accuracy. (This assessment can be done as a role-play in class if necessary.)
2. The student counts money amounts including both coins and currency with 80% accuracy.

COMPETENCY

C 1.0 Recognize the value of basic currency and coins, and make change.

OBJECTIVE

C 1.1 Count currency and coins.

INDIVIDUAL ACTIVITIES

The tutor provides some change and a few dollar bills. Tell the student the names of the currency and coins and how much each one is worth. Have the student practice counting small amounts of change first. After the student is comfortable with that, add currency and have the student count both coins and currency. Using a stamp that will print pictures of coins and currency, stamp varying amounts on a paper and have the student calculate the amount of money. After the tutoring session, the student could write down the proper answer on the worksheet.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students a money amount either orally or written, and have them find the same amount using coins and currency.

Give the students fake money or coins to count.

Give the students a worksheet page with coins or currency printed on it. Have them count the amounts on the worksheet.

Role-play buying something in a store or getting on the bus. Have the students count out the proper amount of money and pay.

Play Money Bingo.

Put prices on realia (food, clothing) and give an item to each student. Have the students ask each other the prices and write them.

Rich Man, Poor Man Game: Get an envelope for each student in your class and write the students' names on the envelopes. Put fake currency and coins in each envelope and give one to each student. Let the students count their own money. Next let them walk around to see what amounts of money the other students have. Let them find out who is the richest and who is the poorest. Trading money amounts will make it all the more fun. Finally, put a simple chart on the board for students to write the money amounts on.

OBJECTIVE

C 1.1 Count currency and coins *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: what, how much simple present tense, past tense, future tense statements yes/no questions adjectives: comparative, superlative	How much does it cost? It costs . . . penny, nickel, dime, quarter, half-dollar, dollar, five dollars, etc. 1 cent, 5 cents, 10 cents, etc. expensive, cheap, richer, poorer, richest, poorest, more, less, cheapest, most expensive	*Fast Track: English for Adult Learners* *A New Start* *Basic English for Adult Competency* *Small Talk* *Entry to English* real money fake money money stamps and worksheet page with money amounts for student to count money Bingo envelopes for exchange game

EVALUATION OF OBJECTIVE

The teacher sets out coins and currency. The students name the coins and currency, tell their value, and then give the sum amount with 80% accuracy.

SKILLS EXPANSION

Writing: show the students the appropriate symbols for dollars and cents. Have the students practice making the symbols on the blackboard or on paper. Give the students fake money. Have them count the money and record the results on paper or on the blackboard.

Writing: have the students make a budget and write the various amounts they spend. It's useful to present a circle and divide it into certain areas of expenditures. Have them count out the money for each of the items using fake money.

COMPETENCY

C 1.0 Recognize the value of basic currency and coins, and make change.

OBJECTIVE

C 1.2 Make change correctly.

INDIVIDUAL ACTIVITIES

The tutor teaches the student how to count back change using real or fake money. Make it very simple at the start using realistic prices. The coffee costs $.40. The student gives two quarters. The student receives $.10 back. Have the student count from $.40 and add another $.10 to make $.50. When the student becomes familiar with this, make some mistakes for him/her to catch.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students fake money to make change. Write some prices on large cards. Hold up a price card and select a student to use his/her fake money to "buy" the cards. Give the student change. Have the student count the change to check it. Sometimes give the student the wrong change back to see if the student can find the error.

Role play a shopping dialog. Bring either fake or real money to make change.

For example: A: That'll be $.79.
B: Okay. Here's a dollar.
A: That's $.21 change.

The teacher can begin as the cashier until some of the students catch on to the dialog. Bring realia for the students to buy. Keep the prices low so the students can make the change without too many problems.

The Southeast Asian Women's Alliance has an excellent activity called "SEAWA Store." The community organizes a drive for clothing and food for the needy. The donated items are used in a store-like setting for the students to "buy". This provides them an opportunity to practice their shopping dialogs and use fake money to buy the items.

Bring realia for the students to price. Write various amounts on cards and let the students decide which is the best price for each item. Let them use fake money to "buy" whatever the item is.

OBJECTIVE

C 1.2 Make change correctly *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: how much, many yes/no questions nouns: count and noncount simple present tense with "be" adjectives of quantity adverbs: too, very future and present tense	cents, dollars saying money amounts How much is it? How much are they? It's/They're expensive or very expensive	*A New Start* *Survival English* *Small Talk* money realia to buy cards with prices donated clothing and food

EVALUATION OF OBJECTIVE

The teacher role-plays a shopping situation with the students and the students have to make change with 80% accuracy.

SKILLS EXPANSION

For citizenship have the students examine the coins and bills for pictures. Tell them a little about what they see (e.g., George Washington was the first president. Lincoln was the sixteenth. Washington State has the same last name as George Washington, etc.). It can be very simple, but it requires the students to look at coins and helps them learn a little American history.

OVERVIEW

COMPETENCY

C 2.0 Count by 1's, 5's, and 10's to 1,000.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of the names of the numbers

OBJECTIVES

The student will

C 2.1 Count items by 1's, 5's, and 10's to 1,000.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Count items or objects in the student's surroundings or on the job.
2. Count clock units by 5's.
3. Count money by 5's and 10's when shopping, getting on the bus, or any other place money is exchanged.

COMPETENCY ASSESSMENT

1. The student counts items in the surrounding environment by 1's, 5's and 10's with 80% accuracy.
2. The student counts a designated number of items when buying with 80% accuracy (e.g., 10 for $1.00).

COMPETENCY

C 2.0 Count by 1's, 5's, and 10's to 1,000.

OBJECTIVE

C 2.1 Count items by 1's, 5's, and 10's to 1,000.

INDIVIDUAL ACTIVITIES

Working with a tutor, the student counts items (e.g., rods, coins, beans or buttons). The student does it first by 1's, later by 5's and 10's. The Cuisenaire rods work the best because the rods have values. 5 white rods = a yellow rod. 2 yellow rods = an orange rod. The student counts the white rods for 1's, the yellow rods for 5's and the orange rods for 10's. When the student can count well, have him/her associate the number of items with the written number. For example, show the student the written number 5, and the student counts out 5 white rods or vice versa. Simple worksheets from beginning mathematics books could then be used for the student to count items and write the numbers.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the students count items in the room. For example, they could count table, chairs, students, purses, books, noses, ears, toes, fingers, etc.

Give the student items to count and cards with numbers on them. Have the students match the number of beans, rods, or buttons to the numbers on each of the cards.

Give the students a worksheet. On one side draw a group of objects, and on the other side write numbers. Have the students count the items and then draw a line to the number that represents the number of objects.

Give the students flash cards of numbers either in sequence of 5's or 10's. Give one flash card to each student. Have the students line themselves up in order according to the flash cards. Then go down the line counting by 5's or 10's.

Have the students count the face of a clock by 5's.

Have the students count by 10's using fake ten dollar bills.

OBJECTIVE

C 2.1 Count items by 1's, 5's, and 10's to 1,000 *(continued).*

Pair work: Give student A a list of numbers. Give student B some rods or beans to count. Student A tells student B the first number. Student B counts out that number. Student A checks the number of items that student B has counted. Student A goes through the entire list and then the students should change roles.

The students simply practice counting to 1,000 by 5's, 10's and 1's.

If the students are using books, let them find pages in their books. This could also be done as a pair activity. Give one student a list of numbers. This student gives his partner the number. His/her partner finds the correct page in the book and checks the page number in the book with the list. When the list is finished, have the students reverse the roles.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions: what, how many yes/no questions simple present, past and future tense there are/there is	number from one to one thousand	*English for a Changing World* poster and cue books *In Print* *Math Made Easy* fake money fake clocks a matching worksheet--number of objects to the written number number flash cards Cuisenaire rods, beans, or buttons a list of numbers for the pair work thick books with a lot of pages

EVALUATION OF OBJECTIVE

The teacher holds up a flash card of a written amount. The students identify the number and show the amount by counting out the correct number of items. A clock can be used to evaluate counting by 5's, and fake money to evaluate counting by 10's. This is done with 80% accuracy.

OBJECTIVE

C 2.1 Count items by 1's, 5's, and 10's to 1,000 *(continued)*.

SKILLS EXPANSION

Reading: in a book like *A New Start,* the numbers are written out on a grid. Have them match the numbers to the words.

Writing: have the students practice writing names of numbers and digits by copying or dictation. Since students will have to be able to write money amounts on checks in both ways, this is a useful exercise for them to work on. (This corresponds to Writing Competency #1.)

OVERVIEW

COMPETENCY

C 3.0 Understand the operations of addition, subtraction, multiplication, and division.

PREREQUISITE SKILLS/KNOWLEDGE

Count from 1 to 1,000; write numbers.

OBJECTIVES

The student will

C 3.1 Perform the operation of addition carrying to the 100's position.
C 3.2 Perform the operation of subtraction borrowing from the 10's and 100's position.
C 3.3 Perform the operation of multiplication including simple carrying.
C 3.4 Perform the operation of division with a one-digit divisor.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Add or multiply numbers when buying something.
2. Subtract numbers when making change.
3. Use division for life-skill situations (e.g., passing out papers, following a recipe which calls for portions of cups, teaspoons, tablespoons, etc., or taking medicine).

COMPETENCY ASSESSMENT

1. The student answers addition, subtraction, multiplication and division problems correctly with 80% accuracy.
2. The student answers addition, subtraction, multiplication and division problems which occur in everyday life with 80% accuracy. (These can be word problems if the student can read well enough. If the student has trouble reading, give him/her the problem orally to work out.)

COMPETENCY

C 3.0 Understand the operations of addition, subtraction, multiplication, and division.

OBJECTIVE

C 3.1 Perform the operation of addition, carrying to the 100's position.

INDIVIDUAL ACTIVITIES

The tutor gives the student items to count. (Cuisenaire rods are ideal.) Write an addition operation on the board. Using the rods (or other similar items) show the student the operation. For example 1 + 1 = 2. Give the student more problems and allow him/her to use rods to count the answers if necessary. This could be put on language master cards. The student can also work simple addition worksheets once s/he feels familiar with the process. When the student is familiar with simple problems, introduce carrying. Give the student worksheets to complete.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pair work. Give each pair of students groups of addition cards. One student solves the problem while the other checks the answer. Switch roles.

Give the students pairs of dice. They can throw the dice and add the numbers together for practice. Make a set of dice with the numbers actually written on the face of the dice gives the students better practice with addition.

Give the students problems at the blackboard to solve. Have them say the problem while solving it so they can work on addition vocabulary at the same time.

Give the students problems on a worksheet to solve.

Once students are familiar with easy addition problems, introduce problems where they have to carry from the ones to the tens column. Show them how to line up the numbers correctly. Then have them add up numbers which carry into the hundreds column. Check the writing to make sure they are doing it correctly.

Give them worksheets to practice addition with carrying. Let the students use rods to check their addition if necessary. An abacus is also a useful tool, if you know how to use it and can instruct the students accordingly.

OBJECTIVE

C 3.1 Perform the operation of addition carrying to the 100's position *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense with "be" wh-questions: how, what yes/no questions	addition plus one plus one is two . . . one and two is . . . equals Is that right? Is it correct? Are you sure? Add it up again. carry 1's, 10's, 100's column sum	*Fast Track: English for Adult Learners* *Shifting Gears* *Math Made Easy* *Spectrum math series* *Working With Numbers* *Mathmatters* Cuisenaire rods, beans, coins, or buttons pairs of dice addition flash cards worksheets with addition problems on them an abacus

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with addition problems to solve. The students does this with 80% accuracy.

COMPETENCY

C 3.0 Understand the operations of addition, subtraction, multiplication, and division.

OBJECTIVE

C 3.2 Perform the operation of subtraction borrowing from the 10's and 100's position.

INDIVIDUAL ACTIVITIES

The tutor gives the student items such as Cuisenaire rods. Write a subtraction operation on a paper. Using the rods, show the student the operation. For example: 2 - 1 = 1. Give the student more problems and let the student solve problems using the rods, if necessary. They could be put on language masters for later practice. Show the student how to borrow. Do this with simple problems involving only the 10's column. Later use the 100's column as well. Give the students worksheets to complete. The instructions that come with the Cuisenaire rods give other suggestions for subtraction. Give the student answer sheets so he/she can check the answers quickly and accurately.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Pair Work. Give each pair of students subtraction flash cards. One student solves the problem while the other student checks the answer. Switch roles.

Give the students problems at the blackboard. Have them say the problem while solving it to give them vocabulary practice.

Give the students problems on a worksheet to solve. Make sure they have problems which practice borrowing.

Divide the class into groups of three or four. Give each group cards with numbers on them. Start the activity by orally giving all the groups a problem. The first person to hold up the correct answer is the winner. The winner in each group then gives the other members of the group a problem. Each time the winner must think of a new problem for the group to solve. (If the students can't think of their own problems, make problems and write them on cards. Put the problem cards in a pile, and the winner can select a problem and read it.)

Relay:

1. Divide the class into two teams.
2. Establish a starting line a short distance away from the blackboard.
3. Pair students from each of the teams. (Students with similar abilities compete against each other.)
4. Write a problem on the blackboard. At the word "go," the two students race up and solve the problem.
5. The student who wins will earn a point for his/her team.

Make sure you have borrowing problems, too. (This also works well for the other operations.)
For citizenship practice, have the students add and subtract distances using a scale of miles on a state or U. S. map.

OBJECTIVE

C 3.2 Perform the operation of subtraction borrowing from the 10's and 100's position *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense with be wh-questions: how, what yes/no questions comparatives with bigger and smaller	minus subtraction take away equals the bigger number the smaller number borrow from the 10's, 100's	*Shifting Gears* *Math Made Easy* *Spectrum math series* *Working With Numbers* *Mathmatters* Cuisenaire rods, beans, coins, or buttons subtraction flash cards number flash cards worksheets with subtraction problems on them

EVALUATION OF OBJECTIVE

The student solves subtraction problems that include borrowing. This is done with 80% accuracy.

COMPETENCY

C 3.0 Understand the operations of addition, subtraction, multiplication, and division.

OBJECTIVE

C 3.3 Perform the operation of multiplication including simple carrying.

INDIVIDUAL ACTIVITIES

Using Cuisenaire rods or something similar, show the student how multiplication is a short form of addition. You can even draw sets and circle them (e.g., three sets of two = six shoes). The Cuisenaire company uses rod towers to clearly explain multiplication. This is excellent for the student because it gives him/her a chance to visualize multiplication. After the tutoring session, give the student worksheets to practice the multiplication. They could check the answer with a calculator if you show them how to use it. A child's machine like Math Tutor is cheap, runs on batteries, and can give the student instant feedback on multiplication tables. Only when the student is very familiar with the tables should you give him/her problems with a number to carry. Keep the problems simple.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Use dice and have the students practice multiplication tables.

Make up a list of multiplication problems. Time the students as they race to complete the answers.

Pair work: two students use multiplication flash cards to practice the multiplication tables.

Give the students worksheets with multiplication problems on them.

Write multiplication problems on the blackboard for the students to perform.

Give the students real word problems to work out. If you are talking about occupations in class, ask the students what they think each person in that occupation would make. Have them figure out what the weekly, monthly, and finally the yearly total would be. This could also be done with a salesman's commissions or any other situation from real life the students encounter. (Shopping is another good area for word problems.) If the students aren't reading well yet, ask them orally to figure the problems out.

OBJECTIVE

C 3.3 Perform the operation of multiplication including simple carrying *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense with "be" wh-questions: how, what yes/no questions	times multiplication equals sets carry answer--What's the answer? product	*Spectrum, math series* *Working with Numbers* word problems from life-skills worksheets with multiplication problems Cuisenaire rods or something similar calculator, Math Tutor, or an abacus multiplication flash cards

EVALUATION OF OBJECTIVE

The teacher gives the students multiplication worksheets with problems that involve carrying. The students complete it with 80% accuracy.

COMPETENCY

C 3.0 Understand the operations of addition, subtraction, multiplication, and division.

OBJECTIVE

C 3.4 Perform the operation of division with a one-digit divisor.

INDIVIDUAL ACTIVITIES

The tutor shows the student the operation of division. To make this representational to the student, use the Cuisenaire rods or another similar teaching aid. Give the student problems to work on his/her own after the tutoring session. Show the student how to use a calculator, an abacus, or rods to check his/her answer.

GROUP ACTIVITIES

Do the individual activity with the entire group.

In pairs, let the students practice division with division flash cards.

For something fun, bring a pie or cake to school and divide it to show the students the concept of separating the whole into parts.

Have the students follow a recipe where they will have to divide ingredients. (Have them bring or make their own recipes.)

Put division problems on the blackboard for the students to solve.

Play the relay game described in the subtraction section.

OBJECTIVE

C 3.4 Perform the operation of division with a one-digit divisor *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense yes/no questions wh-questions: how much, how many, what modal: can commands: negative, affirmative	goes into divided into quotient answer	*Shifting Gears* *Spectrum, math series* *Working with Numbers* cake, pie recipes worksheets with division problems Cuisenaire rods division flash cards

EVALUATION OF OBJECTIVE

The students solve division problems with 80% accuracy.

OVERVIEW

COMPETENCY

C 4.0 Use the American measurement system to measure weight, volume, length, width, and height.

PREREQUISITE SKILLS/KNOWLEDGE

Recognize common abbreviations and corresponding long forms of the American measurement system, simple math operations.

OBJECTIVES

The student will

C 4.1 Measure weight, volume, length, width, and height.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use different weight terms when shopping at the market.
2. Calculate personal height and weight for ID.
3. Calculate length and width of room, and other items using a ruler.
4. Apply the different measurements used in recipes.

COMPETENCY ASSESSMENT

1. The student measures objects using a ruler and then reads the scale to identify the weight of objects with 80% accuracy.
2. The student measures the ingredients for a recipe with 80% accuracy.

COMPETENCY

C 4.0 Use the American measurement system to measure weight, volume, length, width, and height.

OBJECTIVE

C 4.1 Measure weight, volume, length, width, and height.

INDIVIDUAL ACTIVITIES

The tutor brings in a food scale, a "people" scale, rulers, and realia that can be measured. Show the student how to read the scale and then let the student measure various items. Next show the student how to use a ruler. The student should already be familiar with fractions of 1/2 and 1/4. Have the student draw lines an inch in length. Next have the student draw lines that include fractions of 1/2". Finally have the student draw lines that include fractions of 1/4". Have the student practice measuring paper, books, pencils, etc. Show the student how to record the answers.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have the students weigh cans of food, small books, erasers, etc. on the food scale.

Have the students weigh each other.

Have the students measure each other's height and record it on the board. This would be an appropriate place to start showing the students' graphs, by charting the students' heights on a graph from shortest to tallest or vice versa.

Measuring with string. Make a cowboy hat.

1. Cut a long piece of paper 4 inches wide.
2. Draw a big circle for the brim, and cut it out.
3. Measure the head with a string.
4. Put the string on the long piece of paper. This will make the middle section of the hat.
5. Cut the long piece of paper the same length as the string.
6. Tape the ends of the paper together to make a roll that is the same size as the head.
7. Put the roll of paper in the center of the big circle.
8. Draw around the inside of the roll of paper to make the image of a smaller circle on the bigger circle.
9. Take off the roll of paper.
10. Cut out the small circle that is drawn on the bigger one.
11. Tape the roll of paper to the inside of the smaller circle.
12. Tape the small circle so that you cut to the top of the paper roll. This is actually the top of the hat.

OBJECTIVE

C 4.1 Measure weight, volume, length, width, and height *(continued)*.

13. Put the hat on.
14. Take a picture of the class.

The bigger you make the first circle, the larger the brim of the cowboy hat will be. Use brown wrapping paper that comes in a roll. The paper usually stays rolled so the brim rolls up just like authentic cowboy hats. Besides being enjoyable, this project requires that the students make several measurements.

Let the students follow a simple recipe to measure various amounts of food. (See Reading Competency #6.)

Give the students a worksheet with differing amounts on it and have them match the differing amounts. For example: 16 oz. = 1 lb., 8 oz. = 1/2 lb.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense commands nouns: count and noncount yes/no questions wh-questions: how, what comparatives superlatives	How long, tall, much, wide, high, . . . bigger, taller, shorter, longer, higher, wider, etc. foot, feet heavy, heavier, heaviest ounces, pounds inches, yards cup, teaspoon, tablespoon gram, meter, kilogram "x" meaning "by" e.g., The room measures 8' x 9'. meter, kilometer, decimeter	*Shifting Gears* *A New Start* *A Writing Book: English in Everyday Life* *English for Adult Competency* *Survival English* string wrapping paper and tape camera rulers scales recipes measuring cups, spoons realia to measure food cans with volume listed on them for students to weigh worksheet with differing amounts on it

EVALUATION OF OBJECTIVE

Give the students a check list of lines and objects in the room for them to measure items and to weigh on a scale.. This is done with 80% accuracy.

OVERVIEW

COMPETENCY

C 5.0 Interpret bills or receipts.

PREREQUISITE SKILLS/KNOWLEDGE

Numbers, simple operations, money values, how to read money values.

OBJECTIVES

The student will

C 5.1 Relate the amount of the bill or the receipt to the actual amount used (utilities), purchased (goods and services) or paid (job).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Find the amount owed on a utility bill and check it for the actual use.
2. Check a cash register receipt against the items purchased.
3. Check the amount owed on a telephone bill.
4. Check the amount owed for services rendered.
5. Check an employment pay stub against actual hours worked, wages earned, etc.

COMPETENCY ASSESSMENT

1. The student looks at some bills and finds the amount owed, when it is due, and checks to see if the amount is correct. This is done with 80% accuracy.
2. The student checks a cash register receipt against the items purchased, and checks amount of tax paid with 80% accuracy. (This can also be done with a pay stub, etc.)

COMPETENCY

C 5.0 Interpret bills or receipts.

OBJECTIVE

C 5.1 Relate the amount of the bill or the receipt to the actual amount used (utilities), purchased (goods and services) or paid (job).

INDIVIDUAL ACTIVITIES

The tutor provides some bills and receipts (with names, addresses, and accounts blackened out) for the student to study. Have the student find and circle the amount owed, underline the date due, cross out the tax owed, etc. Introduce the different ways these items appear on bills and receipts. Have the student also look for the billing date, service charges, any estimated billing costs and balance due. If the student has a job, have him/her bring in the pay stub to check.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Cut out or find pictures of different types of housing. Place the pictures around the room. Divide the students into groups and give each group bills (electric, water, telephone, gas, etc.) and mortgage or rent amounts (these could be written on index cards). Have the groups decide what the rent or mortgage on each type of housing would be. Let them choose the bills that would go with that type of housing and compare their answers with other groups. Ask them why they made the choices they did. Then have them calculate the bills on different types of housing to see how much it would cost to live in each.

Bring a cash register receipt, realia or pictures of items bought in a grocery store. Let the students check the items against the cash register receipt. (The receipt can be brief.) Also point out taxable and non-taxable items.

Let the students bring in their own receipts and bills. Have them circle the amount due, when to pay, or other such information. If the students feel comfortable sharing the amounts of the bills or receipts with each other, have them do this also.

OBJECTIVE

C 5.1 Relate the amount of the bill or the receipt to the actual amount used (utilities), purchased (goods and services) or paid (job) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, past, future modal: can wh-questions: how, what, why yes/no questions negatives nouns: count/noncount pronouns: subject, object, possessive	number, account, amount, balance due date, amount due, discount, please pay service charge, total due, estimated bill, tax readings, billing date, beginning date, balance due electric bill, gas bill, utilities, rent, medicine	*Survival English* *A New Start* *In Print* realia pictures of housing bills and receipts

EVALUATION OF OBJECTIVE

The teacher gives the student worksheets with bills and receipts, and the student finds the amounts or items asked for. This is done with 80% accuracy.

SKILLS EXPANSION

Writing: if students do the housing activity listed above, make out fake money orders or check blanks for them. Have them pay the bills for the house they like the best.

Speaking: have them learn dialogs which help them deal with paying bills. See the materials/resource section for texts with useful dialogs.

APPENDIX A

THE NAME GAME

1. Seat the students in a circle.
2. Beginning with the teacher, the teacher says his/her name with a clap.
3. The students respond by repeating the teacher's name
4. The teacher turns to the student on the right and repeats his/her own name with a clap.
5. The one student repeats the teacher's name and then looks around the circle and says his/her name with a clap.
6. All the students repeat the teacher's name and the name of the student who has introduced him/herself. (Every time a name is spoken there should be a clap with the hands.)
7. The teacher looks at the second student seated to the right.
8. The teacher repeats his/her own name with a clap and the student repeats that same name with a clap.
9. The first student to the right repeats his/her own name and the second student repeats it.
10. Finally the second student looks at the other members in the circle and says his/her own name with a clap.
11. All Follow this procedure until all the students know each other's names.

It is important for the students to say their names with a clap. This adds the extra dimension of noise and makes them speak more forcefully. It also takes the attention off the speaking. Make sure the students introducing themselves make proper eye contact.

FOUR SQUARE GAME

Divide the class into groups of four. Each group of four students should make a square with all students facing forward

S3 S4

S1 S2

Say the word "consonant". The students exchange places from side to side.

S3 ⟷ S4

S1 ⟷ S2

Say the word "vowel". The students exchange places forward to backward.

S3 S4

↕ ↕

S1 S2

(continued)

Appendix A (continued)

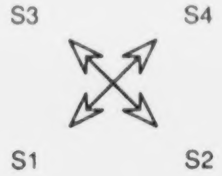
Practice saying the words "vowel" or "consonant" a number of times until the students are clear about which way to move. Finally begin to substitute the actual vowels and consonants for the word "vowel" or consonant". Say "a" instead of "vowel" and "b" instead of "consonant". The students show their understanding by continuing to move in the proper direction for either a vowel or consonant.

This game has so many other applications when you want to have the students work on listening comprehension. This game will get the students activity.

Other applications:

1. Contrast different consonant blends/clusters or digraphs.
2. Contrast long and short vowel sounds in words. Add dipthongs for more advanced work.
3. Colors for fruits and vegetables: e.g., introduce red, green, and yellow. Have students move in different directions for each color.

A third directional move is noted below.



Finally, substitute different colored vegetables or fruits for the colors. For banana, the students move in the yellow direction. For tomato, the students move in the red direction. For lettuce, the students move in the green direction.

4. Contrast kinship terms. The students move one way for names of female relatives (mother, sister, etc.) another for names of male relatives (father, brother, etc.) and a third direction for names that have either male or female gender (parents, cousin, etc.)

FISH - A CARD GAME

1. Make a set of cards with matching telephone numbers.
2. Make sure there are at least 24 sets of matching cards.
3. Use the numbers of students or get them from the phone book.
4. In groups of four, have the students go through the cards and make sure they are familiar with saying the telephone numbers.
5. Give each student four cards and put the rest in a draw pile.
6. As the students are trying to make their matches have them do this dialog.

Student A:	Is this 235-6785?
Student B:	No. this isn't. I'm sorry. (this is the answer if the student being asked does not have the matching card.

If the student makes a match, he/she can ask again. If the student does not make a match, then he/she must draw a card from the pile and the turn goes to another student. Don't spend a lot of time on the rules. Just start to play the game with a few of the students and by watching the other students will catch on very fast.

(continued)

Appendix A (continued)

This game should be used only for review, not for teaching something new. Doing it with the telephone numbers first is the easiest way to teach it. Another application is a deck of cards matching food or clothing, tools, or any other vocabulary from a life skills area. Make a set of 16 to 24 matching cards and then invent a dialog for the students to practice.

For example: Student A chooses anyone in the group and says, "do you have any bananas?" If the student asked is holding a banana card, he/she says "yes, I do." That student gives the card to student A and student A asks someone else in the group another question. If the student asked does not have the card, he/she answers "No, I'm sorry." The turn goes to the next student and student A takes a card from the pile.

This game is great practice. The dialogs are only as limited as the imagination, but are best when begun with a yes/no question. Making the card sets is truly worth the time spent when the students gain so much speaking practice. Good sources of pictures for making these card sets are *Basic Vocabulary Builder or Practical Vocabulary Builder*. Canda Language Centre has ready-made sets available.

Appendix B

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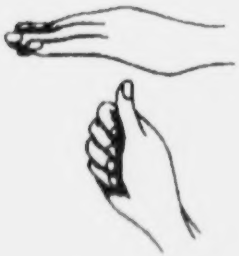

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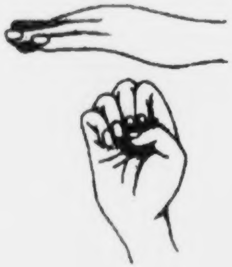

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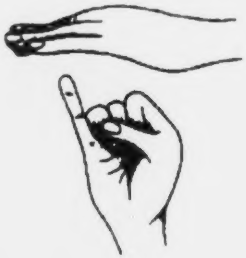

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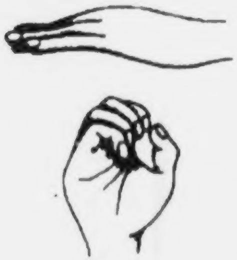

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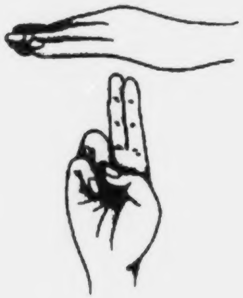

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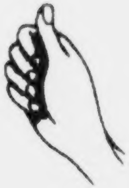

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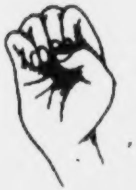

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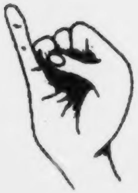

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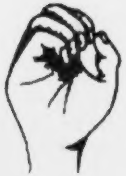

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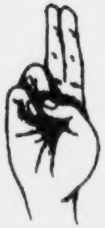
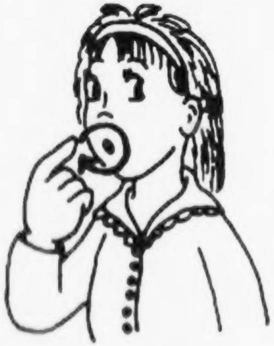


Drawing by Shannon Chu

Appendix C

Who ?



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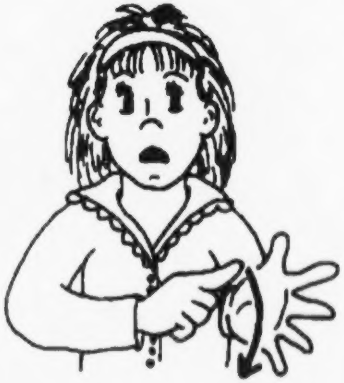

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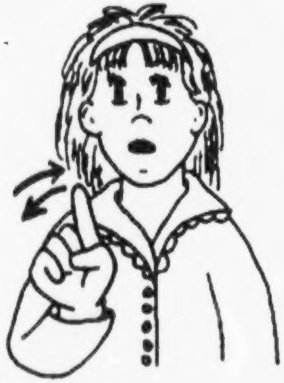

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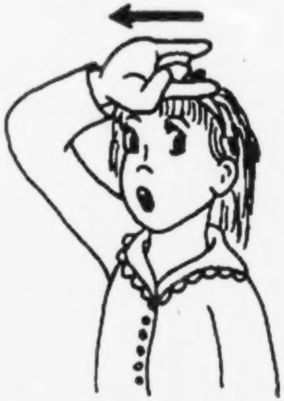

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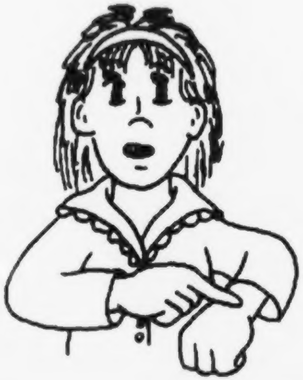

Drawing by Maco Kaiden

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Washington State

CORE Competencies

Competencies List

Adult Basic Education

English as a Second Language

Version 1.1 - August, 1990

Adult Basic and Literacy Educators
Network of Washington

Seattle Central Community College
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Seattle, Washington 98122
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English as a Second Language Level I-A

Introduction:
This level is sub-divided in order to address the basic differences between ESL learners who are not literate in any language and who have no formal educational experience, and those who are literate in their native language and who have had formal education. nonliterate learners will enter track I-A. Literate ESL learners will enter track I-B. The tracks will necessarily cover similar content, since both tracks introduce learners to English. Track I-A, however, will move at a slower pace and include fewer contexts for language use than track I-B.

Goal: At the end of Level I-A (non-literate level), students will be able to: function with some difficulty in situations related to immediate needs; handle tasks in which basic communication skills can be demonstrated; communicate with great difficulty with native speakers; and will have acquired the basic literacy skills to proceed to a Level I-B or a Level II class.

Listening and Observing Competencies:

1.0 Understand oral directions and supporting cues

- 1.1 Follow simple directions.
- 1.2 Respond to common body language, gestures or facial cues (e.g., nodding for "yes," shaking the head for "no," shrugging the shoulders for "I don't know," hand up for "stop.").

2.0 Understand English sound-symbol correspondence

- 2.1 Recognize the correspondence between the regular sound of the consonants and the written symbol.
- 2.2 Differentiate among the initial, final, and medial sounds of the consonants
- 2.3 Differentiate between vowels and consonants.
- 2.4 Identify the short vowel sounds /ɪ/ "bit": /ɛ/ "bet": /æ/ "bat": /ɑ/ "box": /ə/ "but" with difficulty in familiar vocabulary items.

3.0 Differentiate and indicate understanding of statements and questions based on grammatical structure and intonation patterns.

- 3.1 Distinguish questions from statements by listening to the statement and answering the question.

4.0 Understand common vocabulary related to needs and wants.

- 4.1 Identify basic needs and wants.

Speaking Competencies:

1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

- 1.1 State a basic need or want.
- 1.2 Use appropriate nonverbal behavior to communicate a basic need or want (e.g., gestures for too big, too small, come here, move forward or backward, make a circle, quiet, louder, that one).

2.0 Respond to yes/no questions about the immediate situation and give appropriate personal information: (e.g., name, address, phone number) when asked.

2.1 Answer information questions concerning personal information.

2.2 Respond to yes/no questions about an immediate situation.

3.0 Pronounce many sounds of English in an understandable manner.

3.1 Pronounce the regular consonant sounds of English with difficulty.

3.2 Pronounce the short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /ɑ/ "box"; /ə/ "but" occurring in single syllabic words, with difficulty.

4.0 Use basic vocabulary to describe the environment or a situation.

4.1 Describe objects in the environment in short statements and phrases.

4.2 Report an activity or fact about a situation using short statements and phrases.

Reading Competencies:

1.0 Recognize most standard words on personal information forms (e.g., name, address).

1.1 Extract information from words on a personal information form.

2.0 Read and understand times and dates including clock time.

2.1 Read the time from a clock face and a digital readout.

2.2 Read dates.

3.0 Recognize and understand alphabetical and numerical order

3.1 Sort items according to numerical order.

3.2 Sort items according to alphabetical order.

4.0 Read simple words, phrases.

4.1 Apply basic phonic rules to sound out simple words.

4.2 Identify sight words in his/her immediate environment.

Writing Competencies :

1.0 Print upper/lower case letters and numbers so that they are recognizable.

1.1 Print the upper and lower case letters

1.2 Write numbers.

2.0 Copy information onto simple forms.

2.1 Copy necessary personal information onto a simple form.

Computation Competencies:

1.0 Recognize the value of basic currency and coins, and make change correctly.

    1.1 Count currency and coins.

    1.2 Make change correctly.

2.0 Count by 1's, 5's, and 10's to 100.

    2.1 Count items by 1's, 5's, and 10's.

3.0 Understand the operations of addition and subtraction.

    3.1 Perform the operation of addition.

    3.2 Perform the operation of subtraction.

English as a Second Language Level I-B

Goal: At the end of Level I-B (basic literate level), students will be able to: function with some difficulty in situations related to immediate needs; handle routine, entry-level jobs that involve only the most basic oral communication and in which all tasks can be demonstrated; communicate with great difficulty with native English speakers; and will have acquired the basic literacy skills to enable them to proceed to a Level II class.

Listening and Observing Competencies:

1.0 Understand oral directions and supporting cues (e.g., classroom, medical, safety, and work situations).

  1.1 Follow directions in a variety of situations.

  1.2 Respond appropriately to body language or other supporting cues (gestures, facial expressions).

2.0 Understand English sound-symbol correspondence.

  2.1 Recognize the correspondence between the consonant blends/digraphs and the written symbols.

  2.2 Discriminate between short vowel sounds /ɪ/ "bit"; /ɛ/ "bet"; /æ/ "bat"; /a/ "box"; /ə/ "but" and long vowel sounds /iy/ "heat," /ey/ "hate," /ow/ "boat" and /uw/ "tube" and identify the appropriate written symbol for each.

  2.3 Recognize the correspondence between the diphthongs /oy/ "boy," /aw/ "cow," /ay/ "side."

3.0 Understand and differentiate statements from questions based on grammatical structure and intonation patterns.

  3.1 Discriminate among statements, yes/no, and tag questions.

  3.2 Discriminate between statements and information questions.

4.0 Understand appropriate forms of address.

  4.1 Identify the appropriate form of address in a life-skill situation.

5.0 Understand common vocabulary of basic needs and wants (e.g., clothing, food, body parts, occupations, locations, relationships).

  5.1 Identify basic needs and wants.

6.0 Understand vocabulary of basic rules and regulations (e.g., traffic, work, citizenship).

  6.1 Follow a rule or regulation.

Speaking Competencies:

1.0 Use appropriate verbal and nonverbal behavior to express immediate needs.

  1.1 State a basic need or want.

  1.2 Ask simple questions to get information concerning basic needs and wants.

  1.3 Use appropriate nonverbal behavior to communicate a basic need or want.

2.0 Ask and respond to questions, or make statements about the immediate situation on the telephone or in person.

  2.1 Respond to questions asked in person or on the telephone about the immediate situation.

  2.2 Ask a question in person or on the telephone.

  2.3 Make statements to give personal information.

3.0 Pronounce many English sounds in an understandable manner.

  3.1 Pronounce the consonant blends and digraphs with difficulty.

  3.2 Pronounce long vowel sounds: /iy/ "heat," /ey/ "late," /ow/ "boat," /uw/ "tube" and the diphthongs /oy/ "boy," /aw/ "cow," and /ay/ "side," in words with difficulty.

4.0 Initiate and maintain simple conversations using appropriate forms of address (e.g., Ms., Mrs., Mr. or given name).

  4.1 Use the appropriate form of address when conversing.

  4.2 Begin and continue a very simple conversation in a life-skill context.

5.0 Use appropriate basic vocabulary and phrases for specific situations (e.g., life-skill, employment).

  5.1 Apply basic vocabulary and phrases to specific situations where needed (e.g., life-skill, employment).

6.0 Use basic vocabulary to describe the environment or situation.

  6.1 Describe human characteristics and personality in simple terms.

  6.2 Describe objects in the environment in simple terms.

  6.3 Report an activity or facts about a situation in simple terms.

Reading Competencies:

1.0 Recognize and read words and symbols on signs and warning labels.

  1.1 Extract meaning from words used on signs and labels in the environment.

  1.2 Correctly interpret symbols commonly used in the environment.

2.0 Recognize most standard sight words on personal information forms (e.g., "name," "address").

- 2.1 Identify words on a personal information form.

3.0 Read and understand times and dates, including clock time.

- 3.1 Tell time using a clock face and a digital readout.
- 3.2 Read dates.
- 3.3 Extract information from timetables.

4.0 Read simple statements.

- 4.1 Apply basic phonetic rules to sound out very simple words.
- 4.2 Sight read simple sentences with familiar vocabulary using context clues and sound/symbol relationships.

5.0 Recognize and understand alphabetical and numerical order.

- 5.1 Sort items according to alphabetical order.
- 5.2 Sort items according to numerical order.
- 5.3 Sort items according to alphanumeric order.
- 5.4 Locate a word, number, or item in a sequence

6.0 Read common abbreviations (e.g., names, general terms, measurements of weight, volume, length, width, height, and distance).

- 6.1 Identify abbreviations and their corresponding long forms in the American measurement system.
- 6.2 Identify common abbreviations for names, general terms, days, months, and postal terms.

Writing Competencies:

1.0 Complete personal information and other simple forms (e.g., money orders, applications, and time cards).

- 1.1 Fill out a form accurately and neatly.

2.0 Print and write upper/lower case letters and numbers so that they are recognizable.

- 2.1 Write upper and lower case letters in cursive.
- 2.2 Write numbers legibly.

3.0 Write simple statements.

- 3.1 Write simple statements.

Computation Competencies:

1.0 Recognize the value of basic currency and coins, and make change.

- 1.1 Count currency and coins.
- 1.2 Make change correctly.

2.0 Count by 1's, 5's, and 10's to 1,000.

- 2.1 Count items by 1's, 5's, and 10's to 1,000.

3.0 Understand the operations of addition, subtraction, multiplication, and division.

- 3.1 Perform the operation of addition carrying to the 100's position.
- 3.2 Perform the operation of subtraction borrowing from the 10's and 100's position.
- 3.3 Perform the operation of multiplication including simple carrying.
- 3.4 Perform the operation of division with a one-digit divisor.

4.0 Use the American measurement system to measure weight, volume, length, width, and height.

- 4.1 Measure weight, volume, length, width, and height.

5.0 Interpret bills or receipts.

- 5.1 Relate the amount of the bill or the receipt to the actual amount used (utilities), purchased (goods and services) or paid (job).

English as a Second Language Level II

Goal: At the end of Level II (Beginning), students will be able to satisfy basic survival needs and some limited social demands; handle jobs and job training with simple oral and basic written instruction; comprehend some basic citizenship materials; and communicate with some difficulty when dealing with native English speakers.

Listening and Observing Competencies:

1.0 Discriminate English voice patterns (stress, pitch, rhythm, intonation) among questions, statements, and imperatives.

  1.1 Discriminate among questions, statements, and imperatives from voice patterns.

2.0 Understand short conversations on familiar topics in person and on the telephone.

  2.1 Identify important information in simple conversations in person and on the telephone (e.g., who, what, when, where and how).

  2.2 Recognize requests for information or assistance.

3.0 Respond to warnings and simple directions.

  3.1 Follow simple oral directions.

  3.2 Respond appropriately to simple warnings.

4.0 Understand rules and regulations (e.g., work, school, citizenship)

  4.1 Respond appropriately to a rule or regulation.

  4.2 Identify the significant elements of the rule (who is affected, what situation is addressed, what procedures are mandated, what the penalty is, etc.)

5.0 Understand basic differences in formal and informal language (including reduced speech patterns).

  5.1 Recognize reduced speech patterns (gonna, hafta, ta, 'n, gimme, ya, dunno, kin, da, fer, 'e, 'is, 'im, 'er, and 'em).

  5.2 Recognize high frequency slang expressions and the corresponding formal expressions (e.g., greetings, etc.).

6.0 Recognize and respond appropriately to common American nonverbal behaviors (eye contact, facial expressions, gestures, and conversational pauses).

  6.1 Approximate appropriate eye-contact.

  6.2 Use appropriate gestures and facial expressions.

  6.3 Respond to conversational pauses.

7.0 Understand frequently used American idioms and two-word verbs (e.g., "pick up," "get in," "put on," etc.)

  7.1 Recognize frequently used American idioms and two-word verbs.

Speaking Competencies:

1.0 Approximate appropriate intonation and stress patterns for basic questions and statements.

- 1.1 Make simple statements and ask basic questions using understandable stress and intonation patterns.

2.0 Conduct short conversations in person and on the telephone

- 2.1 Develop conversational strategies such as turn-taking and other conversational management techniques; e.g., please speak slowly, etc.
- 2.2 Initiate and maintain a simple, basic conversation on a familiar topic.

3.0 Use formal and informal speech appropriately in short conversations.

- 3.1 Use basic formal and informal phrases or sentences in short conversations especially when greeting or taking-leave.

4.0 Request, confirm, and clarify basic information.

- 4.1 Request basic information.
- 4.2 Confirm information given in basic instructions or on personal information forms.
- 4.3 Clarify instructions, directions, or basic explanations.

5.0 Explain own behavior with simple statements.

- 5.1 Give a reason or excuse for behavior when necessary.

6.0 State personal skills and interests relevant to the situation (e.g., work, social).

- 6.1 State personal skills and interests in an interview, life-skill situation or a social setting.

7.0 State an opinion and/or idea.

- 7.1 State a personal opinion, idea, or belief related to work, family; or environment.
- 7.2 Make statements of agreement or disagreement from opinions, ideas and beliefs related to work, family, or environment.

8.0 Report an accident, injury, or incident.

- 8.1 Make simple, descriptive statements about an injury, accident, or incident (e.g., car accident, bodily injury, robbery, etc.)
- 8.2 Report an injury, accident, or incident to the appropriate authorities (e.g., 911, police, telephone operator, nurse, supervisor, etc.).

9.0 Pronounce most English sounds in an intelligible manner.

- 9.1 Pronounce words in a manner understandable to those not used to listening to non-native speakers of English.

Reading Competencies:

1.0 Read simple paragraphs and understand the main idea.

- 1.1 Determine paragraph content by using pre-reading strategies.
- 1.2 Distinguish the main idea from the supporting details.

2.0 Read clocks, schedules, calendars and maps.

- 2.1 Extract information from clocks, schedules, calendars and charts to plan appointments and activities.
- 2.2 Locate places and determine routes using maps.

3.0 Use alphabetical and numerical order to locate information in directories.

- 3.1 Sort and sequence information using alphabetical, numerical, and combinations of letters and numbers (e.g., mail, invoices, purchase orders, and file records).
- 3.2 Find information (person, place or thing) in an alphabetical, numerical, or alphanumerical sequence.

4.0 Read and pronounce new words using knowledge of phonics, basic prefixes, suffixes and roots.

- 4.1 Decode an unfamiliar word based on knowledge of phonics.
- 4.2 Identify common roots, prefixes and suffixes in words as an aide to unlocking meaning.

5.0 Interpret bills and receipts.

- 5.1 Extract important information (e.g., company, date, time, service period, amount or amount due, prices and the time items are purchased) from a bill, receipt, bank statement or pay stub.

6.0 Read simple announcements and advertisements in their full and abbreviated terms (e.g., work or life-skill situations).

- 6.1 Match an abbreviation to its long form as it occurs in want ads, announcements, prescriptions, citizenship , or other reading materials.

7.0 Determine the meaning of words using simple context clues.

- 7.1 Identify the approximate meaning of a word using simple context clues (e.g., "be" verb, parentheses, commas, and dashes).

Writing Competencies:

1.0 Use commas, question marks, apostrophes, and periods correctly in contractions, lists, simple sentences, and questions.

- 1.1 Punctuate a possessive noun or contraction correctly with an apostrophe.
- 1.2 Punctuate the end of a sentence with either a question mark or a period.
- 1.3 Punctuate lists in a sentence with commas.

2.0 Record necessary information, directions, and appointments from telephone and in-person conversations.

  2.1 Record the necessary information for an appointment or a message (e.g., date, time, place, name, etc.) on the telephone or in person.

  2.2 Record the steps in a simple series of directions on the telephone or in-person.

3.0 Write appropriate forms of address on letters and invitations

  3.1 Address a letter or invitation using the correct form of address.

4.0 Complete information on forms and questionnaires.

  4.1 Fill out simple forms and questionnaires.

5.0 Demonstrate knowledge of basic English spelling rules.

  5.1 Apply four basic spelling rules:
  a. keep the silent "e" when the suffix starts with a consonant (e.g., useful, lovely, used, uses).
  b. drop the final silent "e" when the suffix starts with a vowel (e.g., using, moving).
  c. change the final "y" after a consonant to "i" and add the suffix, except when it is -ing, possessive, or a proper name (e.g., copies copying, Mary's).
  d. If a word ends with a single consonant preceded by a single vowel (hit, mop) and a suffix beginning with a vowel is added (-er, -ed, -ing), double the final consonant when:
  - the word has only one syllable (e.g., dropped).
  - the word is accented on the last syllable (e.g., beginning).

6.0 Demonstrate knowledge of sentence word order and relate sentences to each other.

  6.1 Use correct word order when writing statements or questions in English.

  6.2 Sequence sentences appropriately in relationship to each other.

7.0 Write steps in a short process (instructions, directions, or recipes).

  7.1 Write the steps in instructions, directions, or recipes.

Computation Competencies:

1.0 Recognize the values of basic currency and coins, and make change correctly.

  1.1 Recognize the value of currency and coins.

  1.2 Make change correctly.

2.0 Match common measurement terms to appropriate situations.

  2.1 Apply the appropriate measurement term to a given situation.

3.0 Understand percent and fractions.

  3.1 Employ fractions and percents in appropriate situations.

4.0 Understand receipts and bills.

4.1 Interpret bills, pay stubs, grocery or department store receipts and bank statements

English as a Second Language Level III

Goal: At the end of Level III (intermediate), the students will be able to: satisfy survival needs and routine work/social demands; handle work that involves following oral and written instructions in familiar and some unfamiliar situations; comprehend written citizenship materials; communicate with native English speakers on familiar topics; and pursue basic skills or vocational training courses while continuing advanced English language training.

Listening and Observing Competencies:

1.0 Process information from a variety of oral sources (e.g., instructions, announcements, short reports, pre-recorded phone messages, etc.).

  1.1 Follow instructions given orally.

  1.2 Recognize significant information in oral announcements and reports.

2.0 Determine topic from a conversation between native speakers.

  2.1 Identify the main topic(s) from a conversation between native speakers.

3.0 Understand patterns of reduced speech and linked words.

  3.1 Identify patterns of reduced speech and linked words (e.g., oughta, hafta).

4.0 Understand common idioms and two-word verbs.

  4.1 Identify the meaning of frequently-used idioms and two-word verbs.

5.0 Recognize nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.).

  5.1 Identify the message given by nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.).

6.0 Appropriately interpret suprasegmental information (intonation, rhythm, stress) for a variety of situations (e.g., anger, compliments, condolences, sarcasm).

  6.1 Interpret the inferred meaning (anger, compliment, condolence, or sarcasm) of a spoken message by using intonation, rhythm, and stress as clues to the speaker's intent.

7.0 Understand advanced negative statements and questions (e. g., tag endings, double negatives).

  7.1 Identify advanced negative statements.

  7.2 Identify advanced negative questions (e.g., tag endings, double negatives)

Speaking Competencies:

1.0 Summarize orally and clarify information received from a variety of sources (instructions, announcements, short speeches, pre-recorded phone messages, etc.).

- 1.1 Clarify information received orally from instructions, announcements, short speeches, and phone messages.
- 1.2 Summarize the basic information received orally from instructions, announcements, short speeches, and phone messages.

2.0 Discuss personal/employment background in social or employment settings.

- 2.1 Provide an accurate personal history for a variety of situations.

3.0 State and give reasons for dissatisfaction through proper channels.

- 3.1 Make an oral complaint and give the reason(s) for dissatisfaction in an appropriate life-skills context.

4.0 Discuss and exchange opinions on a topic, or persuade someone to a particular point of view.

- 4.1 State a persuasive opinion about a given topic.
- 4.2 Make persuasive statements to try to arouse interest in or deal with an issue.

5.0 Explain the steps in a process (e.g., how to make, do, repair something).

- 5.1 State the steps in a process.

6.0 Initiate, maintain, terminate conversations or discussions (includes interrupting or including other people in a conversation).

- 6.1 Begin a conversation, continue it, and politely bring it to a conclusion.
- 6.2 Appropriately apply conversation techniques during a dialogue or discussion (e.g., hesitating, preventing interruptions, interrupting politely, and including other people).

7.0 Explain reasons for personal decisions (e.g., related to family, school, work, and citizenship).

- 7.1 Clearly state the reasons for personal decisions regarding work, school, family, and citizenship.
- 7.2 Clearly state reasons when asking for permission to do something.

8.0 Respond appropriately to negative questions.

- 8.1 Respond to a negative question (including tag questions) correctly.

9.0 Use appropriate stress, rhythm, and intonation patterns.

- 9.1 Apply appropriate stress, rhythm, and intonation patterns in words, phrases, statements, and questions.

Reading Competencies:

1.0 Look up information from printed resource material (e.g., telephone book, newspapers, want ads, job announcements, manuals, citizenship handbook, etc.)

    1.1 Locate information in different types of printed resources.

2.0 Skim reading material for main idea and scan for detail.

    2.1 Skim reading for main idea and scan for detail.

3.0 Determine meaning and pronunciation or verify spelling of words by using an English-English dictionary.

    3.1 Determine the meaning of a word and its pronunciation by referring to an English-English dictionary.

    3.2 Verify the spelling of a word by referring to an English-English dictionary.

4.0 Locate, with help, materials in catalogs, microfiche, files, or indexes.

    4.1 Locate materials in a catalog, microfiche, files, or index for a variety of purposes.

5.0 Recognize or determine word meaning from common roots, prefixes, and suffixes.

    5.1 Identify basic word meaning from common roots (with some difficulty).

    5.2 Identify basic word meaning from common prefixes and suffixes.

6.0 Determine meaning using contextual clues

    6.1 Identify the approximate meaning of a word by using context clues.

7.0 Read and understand directions.

    7.1 Follow directions from written materials.

8.0 Make inferences from sentences or simple paragraphs.

    8.1 Separate fact from opinion in written materials.

    8.2 Draw conclusions from written materials.

    8.3 Predict the outcome of a situation from a written piece of material.

9.0 Synthesize information from a variety of sources (e.g., ads, short articles, instructions, citizenship materials, etc.).

    9.1 Synthesize (construct parts into a new whole) information from a variety of written sources (e.g., ads, short articles, instructions, citizenship or other content materials) in order to make plans, decisions, or form opinions.

10.0 Read and interpret simple diagrams, charts, graphs, or maps.

    10.1 Extract information from simple graphs, charts, diagrams and maps.

11.0 Read Roman numerals and other non-Arabic symbols.

- 11.1 Recognize the numerical value of Roman numerals.
- 11.2 Recognize the meaning of common symbols found in reading materials.

Writing Competencies:

1.0 Take notes and or summarize information from written or oral sources.

- 1.1 Take notes from a variety of written and oral sources (e.g., telephone messages, pre-recorded telephone messages, directions, short video or audio tapes, and classroom lectures where applicable, etc.).
- 1.2 Write a summary based on written materials or information from an oral source.

2.0 Write a brief letter or message related to school, work, family, etc.

- 2.1 Write an informal message or letter for an appropriate circumstance.
- 2.2 Write a brief formal letter or note for an appropriate circumstance (e.g., thank you, complaint, request for information, a note to arrange for a conference).

3.0 Write personal/employment background information using forms, resumes, and letters.

- 3.1 Write personal background information formally in a business letter or informally in a personal letter.
- 3.2 Write employment or pertinent personal background on a form or in a resume.

4.0 Produce compound and complex sentences, including unreal conditions.

- 4.1 Write and punctuate compound and complex sentences correctly.
- 4.2 Use the conditional tense in writing compound and complex sentences correctly.

5.0 Learn to take a written test.

- 5.1 Complete a test in writing.

6.0 Write a simple paragraph with a topic sentence.

- 6.1 Write a simple paragraph based on a topic sentence.

7.0 Use knowledge of prefixes, suffixes, roots, and basic parts of speech (i.e., word families) to increase active vocabulary.

- 7.1 Appropriately use prefixes, suffixes, roots and basic parts of speech of vocabulary words in writing.

8.0 Apply knowledge of basic spelling rules.

- 8.1 Apply basic spelling rules
  - a. *i* before *e*, except after c, or when sounded like *a*, as in "neighbor" and "weigh"
  - b. change the final *f* to a *v* when making plurals (e.g., "wife," "wives")
  - c. verbs that end in - ie change to - *y* when the suffix - ing is added (e.g., "die," "dying")
- 8.2 Identify and correctly spell common homonyms.

Computation Competencies:

1.0 Keep a running total of expenditures.

- 1.1 Balance a list of expenditures with personal income.

2.0 Understand terms for decimals, fractions, and percentages.

- 2.1 Use the correct terms with decimals, fractions, and percentages.

3.0 Understand and use the American measuring system (including temperature), and do simple calculations of volume, area, etc.

- 3.1 Extract information from a thermometer (Fahrenheit and Centigrade), scale, liquid/dry measure, ruler, etc.
- 3.2 Measure a place, object, or person accurately.
- 3.3 Calculate volume, area, perimeter, circumference, etc. as needed